PACIFICA
GRADUATE INSTITUTE

2024-2025

Course Catalog

September 1, 2024-August 31, 2025

Masters and Doctoral Programs

in the Tradition of Depth Psychology

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Pacifica Graduate Institute is an accredited, employee-owned graduate school dedicated to excellence in education. The Institute's programs in psychology, the humanities, and mythological studies are informed by the rich tradition of depth psychology.

Depth psychology calls attention to the importance of what lies beneath the surface of conscious awareness. That vital importance is clearly revealed in the arts and literature of every culture, as well as through the dreams and collective symptoms of individuals and societies.

At Pacifica, leading scholars have developed cutting-edge curricula that meet the complex needs of a diverse student body. Educational formats include three- and four-day monthly learning sessions, and hybrid, low-residency degree programs.

The Institute's two campuses lie between the Pacific Ocean and Santa Ynez Mountains, a few miles south of Santa Barbara, California. Tranquil and beautiful, they form ideal settings for contemplation and study.

Pacifica was born during the cultural upheaval of the early 1970s—a time when existing paradigms were questioned and new ones came into being. That sense of innovation, coupled with an abiding respect for the power of ideas, has remained central to the Institute's culture and curriculum.

Pacifica is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC).

The Catalog is updated annually. Annual updates may be made by the use of supplements or inserts accompanying the catalog. The information included in this catalog is as accurate as possible at the time of publication; however, the Institute reserves the right to make changes during the life of this catalog.

The mission of Pacifica Graduate Institute is to foster creative learning and research in the fields of psychology and mythological studies, framed in the traditions of depth psychology. By creating an educational environment with a spirit of free and open inquiry, consistent with the recognized values of academic freedom, Pacifica is dedicated to cultivating and harvesting the gifts of the human imagination. So that these insights may influence the personal, cultural, and planetary concerns of our era, this dedication is contained in the motto: *animae mundi calendae gratia*- for the sake of tending soul in and of the world.

Origins & Orientation Pacifica traces many of its central ideas to the heritage of ancient storytellers, dramatists, and philosophers from all lands who recorded the workings of the imagination. The legacies of these early men and women have evolved in multiple cultural contexts including the systematic explorations of the unconscious by Freud, Jung, and other theorists of the psychologies of this century.

The concepts of depth psychology results from this long development and are at the core of Pacifica's orientation. These ideas- such as the importance of symbol and metaphor in personal and cultural imagery or the recognition of the dynamic interplay between the natural world and the world of the human psyche are articulated in all of the Institute's programs. Pacifica students and faculty contribute further to this rich body of knowledge through the intricacies of the human imagination.

Extending the concepts of psychology and mythological studies beyond the personal, beyond the consulting room, and beyond the classroom, we see psychological life as an evolutionary development within nature, alive in all the phenomena and systems of our world. In studying and working with these multidimensional exchanges, we facilitate contributions to the contemporary concerns of our world through dialogues between the psyche of the individual, the mythologies of the culture, the collective human imagination, and the living planet.

M.A. in Counseling Psychology

WITH EMPHASIS IN MARRIAGE AND FAMILY THERAPY, PROFESSIONAL CLINICAL COUNSELING, AND DEPTH PSYCHOLOGY

The Masters in Counseling Psychology Program with an Emphasis in Marriage and Family Therapy, Professional Clinical Counseling, and Depth Psychology is dedicated to offering students unique and evidenced-based comprehensive training in the art of marriage, family, and individual psychotherapy and professional clinical counseling with an appreciation for the systemic and immeasurable dimensions of the psyche.

Depth psychology invites a curiosity about the psyche and respect for the diversity and resiliency of the human experience. Interdisciplinary courses in literature, mythology, religion, and culture deepen students' ability to link collective systems and archetypal themes to sociopolitical issues in the lives of individuals, families, and communities.

As preparation for professional licensure in Marriage and Family Therapy (LMFT) and Professional Clinical Counseling (LPCC), a rigorous two-and-a-half year academic program emphasizes theoretical understanding and experiential training in clinical skills, inclusive of a supervised practicum traineeship experience. Research studies and thesis writing prepare students to explore and contribute to the tradition of scholarship within the depth psychological tradition to further Pacifica's dedication to thoughtful and soulful practice.

At its core, the Masters in Counseling Psychology Program honors the distinctive call to the service of the individual and collective psyche. Founded on a deep relational ethic, a commitment to experiential academia, and a focus on the integration of the imaginal, the program prepares future depth psychotherapists for the rigors of professional licensure. Throughout the program, students are engaged in experiential learning and collaborative processes during quarterly sessions, in online and hybrid courses, and at their second- and third-year practicum sites. Collaborative learning reflects

Pacifica's team approach to the assessment and treatment of individuals, couples, families, and groups.

This dynamic program of study integrates marriage and family therapy and professional clinical counseling with depth psychology, preparing students for a meaningful career through enriched coursework, collaborative and experiential learning, and an engaged relationship with the mysteries of the psyche.

Students in the Masters in Counseling Psychology program learn to:

- Be proficient in theoretical orientations that offer perspective and provide meaning to systemic patterns and human behavior.
- Demonstrate process and clinical skills, both face-to-face and telehealth.
- Identify underlying psychological and systemic dynamics of human interaction.
- Determine and implement effective interventions and evidence-based treatment plans while demonstrating knowledge of Family Systems theories.
- Apply understanding to case conceptualization assessment and treatment in clinical practice.
- Enhance client functioning and well-being via multi-culturally sensitive referrals and collaborative treatment team consultations.
- Understand individual, systemic, community, political, and biologic aspects of diversity and demonstrate knowledge and respect for diversity.
- Assess, diagnose, and treat the symptoms and characteristics of behavioral addictions, substance use, and dependence.
- Be knowledgeable, understand, and apply evidence-based assessment procedures to client cases and demonstrate awareness of community mental health and diversity-related considerations.
- Apply current legal and ethical standards and guidelines while working with diverse populations and demonstrate their knowledge and application in scholarly work and supervised practicum as they pertain to marriage and family therapy and professional clinical counseling.
- Identify and integrate systemic depth psychological perspectives of human interaction and demonstrate competence in the field of marriage and family therapy and professional clinical counseling.

- Demonstrate an evolving capacity to self-assess and articulate one's own strengths.

CURRICULUM OVERVIEW

Counseling Psychology classes take place in three-day sessions occurring three times in each of the fall, winter, and spring quarters. There is a seven-day summer session each of the first two years.

FIRST YEAR

Fall

Counseling and Psychotherapeutic Theories and Techniques – CP 501, 2.5 Units
Introduction to the Theories of the Depth Tradition – CP 534, 2 Units
Counseling Skills: Process of Psychotherapy I – CP 515, 3 Units
Professional Skills Development I.A. – CP 565, .25 Unit

Winter

Human Growth and Development – CP 520, 2 Units
Geropsychology and Long Term Care – CP 526, 1 Unit
Ethics and the Law: Child Abuse Assessment and Treatment – CP 525, 1 Unit
Depth Psychology Theory and Practice I: Analytical Psychology – CP 541, 2 Units
Counseling Skills: Process of Psychotherapy II – CP 516, 3 Units
Professional Skills Development I.B. – CP 566, .25 Unit

Spring

Psychopathology – CP 502, 4.5 Units
Family Systems and Domestic Violence – CP 605, 1.5 Units
Depth Psychology Theory & Practice II: Imaginal/Archetypal Psychology – CP 542R, 1.5 Units
Counseling Skills: Process of Psychotherapy III – CP 517, 3 Units
Professional Skills Development I.C. – CP 567, .25 Unit

Summer

Multicultural Counseling Theories and Techniques – CP 530, 2.5 Units
Professional Orientation: Ethics and the Law – CP 523, 3.5 Units

Research in Psychology – CP 620, .75 Unit
Group Counseling Theories and Techniques I – CP 527, 1.5 Units
Professional Skills Development I.D. – CP 568, .25 Unit

SECOND YEAR

Fall

Clinical Practice I – CP 610, 3 Units
Child Psychotherapy – CP 532, 1.5 Units
Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I – CP 660A, 3 Units
Community Mental Health Counseling I – CP 607A, 3 Units
Seminar in Directed Research I.A. – CP 650A, .30 Unit
Professional Skills Development II.A. – CP 665, .20 Unit

Winter

Clinical Practice II – CP 611, 3 Units
Marriage, Family, and Relationship Counseling I – CP 601, 3 Units
Depth Psychology Theory & Practice III: Psychoanalytic Psychotherapy - CP 543R, 1 Unit
Psychological Assessment I – CP 630A, 2.5 Units
Seminar in Directed Research I.B. – CP 650B, .45 Unit
Professional Skills Development II.B. – CP 666, .25 Unit

Spring

Clinical Practice III – CP 612, 3 Units
Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions II – CP 660B, 1.5 Units
Marriage, Family, and Relationship Counseling II – CP 602, 3 Units
Community Mental Health Counseling II – CP 607B, 1.5 Units
Seminar in Directed Research I.C. – CP 650C, .30 Unit
Professional Skills Development II.C. – CP 667, .25 Unit

Summer

Seminar in Directed Research II.A. – CP 651A, .75 Unit

Advanced Theories and Techniques: Human Sexuality – CP 522, 1 Unit

Psychological Assessment II – CP 630B, 2 Units

Depth Psychology Theory & Practice IV: Attachment and Trauma – CP 544R, 1 Unit

Group Counseling Theories and Techniques II – CP 528, 2 Units

Clinical Practice IV – CP 613, 1 Unit

Professional Skills Development II.D. – CP 668, .25 Unit

THIRD YEAR

Fall

Cultural Psychology – CP 511, 2 Units

Career Development I – CP 608A, .75 Unit

Psychopharmacology I – CP 670A, 2 Units

Seminar in Directed Research II.B. – CP 651B, 1 Unit

Depth Psychology Theory & Practice V: Environmental Psychology – CP 545R, 1 Unit

Clinical Practice V – CP 614, 1 Unit

Winter

Psychopharmacology II – CP 670B, 2.5 Units

Career Development II – CP 608B, 3.75 Units

Depth Psychology Theory and Practice VI: Somatic Psychotherapy – CP 546, 1 Unit

Seminar in Directed Research II.C. – CP 651C, 1 Unit

Group Counseling Theories and Techniques III – CP 529, 1 Unit

Clinical Practice VI – CP 615, 1 Unit

Some courses are conducted online or have online components. This curriculum may vary depending on evolving academic needs.

PROFESSIONAL CLINICAL COUNSELING AND MARRIAGE AND FAMILY THERAPY COURSES

Counseling and Psychotherapeutic Theories and Techniques

CP 501, 2.5 Units

This course introduces students to the theory and practice of psychotherapy, marriage and family therapy, and professional clinical counseling and how theories and techniques serve clinically therapeutic interventions with couples, families, adults, children, and groups. To provide a thorough cultural and historical perspective, this course includes: counseling processes as they exist in a multicultural society; an orientation to wellness and prevention; counseling theories to assist in selection of appropriate counseling interventions; models of counseling consistent with current professional research and practice; training in multidisciplinary responses to crises, emergencies, and disasters. The course traces the development of psychotherapy from precursors in ancient and indigenous culture to the contemporary Western world. Both the profession and vocation of being a psychotherapist are considered, and the fundamental assumptions of the main theories that define contemporary psychotherapy. This course examines: Person-Centered therapy, Gestalt, Cognitive Behavior, Feminist, Post-Modern and Depth Psychological approaches.

Professional Skills Development I.A., I.B., I.C., I.D.

CP 565, CP 566, CP 567, CP 568, .25 Unit Each

The online courses CP 565, CP 566, CP 567 and CP 568 are designed to assist students in developing knowledge of California state educational and licensure requirements for applicant eligibility as a Licensed Marriage and Family Therapist and/or Licensed Professional Clinical Counselor. Each course builds upon the previous one, and must be taken in sequential order as prerequisites to enter Professional Skills Development II.A., II.B., II.C., II.D., and CP 610. Throughout the series of Professional Skills Development courses students will learn to recognize the value of continuing education in advanced clinical training, while developing knowledge that will assist them to professionally prepare and manage their trainee experience at an approved practicum site. *Prerequisites: CP 565 for CP 566; CP 566 for CP 567; CP 567 for CP 568;* P*ass/No Pass.*

Human Growth and Development

CP 520, 2 Units

Human growth and development are addressed in order to understand diverse approaches to developmental stages and issues across the lifespan, with particular emphasis paid to developmental crises, psychopathology and the situational and environmental factors that affect both normal and abnormal behavior and development. The socio-cultural context of development and of

theories about development will be emphasized, as well as the impact of socioeconomic status and other contextual issues affecting social position. Biological, social, cognitive, and psychological aspects of aging and development will be addressed within the context of depth psychotherapy.

Geropsychology and Long Term Care

CP 526, 1 Unit

This online course examines psychological, social, biological, and cognitive aspects of the aging process including theories of aging, developmental tasks of older life, normative changes in memory versus disease processes, ageism, sexuality and intimacy in later life, life review, end of life and grief, diversity in aging, and myths and misconceptions about older people. Assessment, diagnostic formulation, and treatment planning guidelines are explored in working with the elderly and their significant others regarding housing, health care options, long term care needs, and end of life issues.

Ethics and the Law: Child Abuse Assessment and Treatment

CP 525, 1 Unit

This course provides a comprehensive overview of the ethics and laws regarding child abuse assessment, reporting, and intervention pertaining to clinical practice. This course integrates an understanding of various cultures and the social and psychological implications of socioeconomic status, as well as the principles of mental health recovery oriented care, and methods of service delivery in recovery-oriented practice environments.

Psychopathology

CP 502, 4.5 Units

The history and varieties of psychopathology in the Diagnostic and Statistical Manual of Mental Disorders are studied in this course. Mental illness, several mental disorders, and co-occurring disorders, are examined with an understanding of the social and psychological implications of socioeconomics, age, gender, and other cultural matters that affect social position and social stress. Systemic dysfunction in relationships and families are evaluated to develop awareness of psychopathology in a relational context. Suicidality in relation to mental illness and disorder, including risk and assessment, is explored. In the spirit of Freud's drives and conflicts, and Jung's "the gods are in the diseases," suffering and the soul are explored in the tradition of depth and developmental psychology.

Family Systems and Domestic Violence

CP 605, 1.5 Units

This course introduces family systems and psychodynamic concepts and theories, with an emphasis on spousal or partner abuse assessment, detection, prevention, and intervention strategies. Coursework includes development of safety plans, identification of community resources, awareness of cultural factors, and same gender abuse dynamics. Ethical considerations are explored and the activation of community and familial support are considered as they impact effective prevention and treatment.

Multicultural Counseling Theories and Techniques

CP 530, 2.5 Units

Recognizing and honoring cultural diversity is now accepted as an essential component to any effective psychotherapeutic process. Today's psychotherapist must have an understanding of cultural factors in working with an increasing culturally diverse population. However, creating a psychotherapeutic container that is considerate and relevant of cultural issues, as well as differences, can be quite a challenge. This course is designed as a dialog to give the student an introduction to how various cultural backgrounds influence psyche. The intention of the course is to engender an appreciation for the cultural diversity in the therapist as well as their patients. In addition, this course will present practical tools for dealing with cultural diversity in clinical practice through the use of role-plays, vignettes, and a written self-assessment.

Professional Orientation: Ethics and the Law

CP 523, 3.5 Units

This course provides an in-depth consideration of legal and ethical issues related to the development of an ethical conscience in order to recognize, examine, respond, and apply legal and ethical considerations to professional practice. The course includes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy and professional clinical counseling. Professional behavior and ethics are applied to the differences in legal and ethical standards for different types of work settings. The course focuses on the current legal patterns and trends in the mental health professions, including psychotherapist-patient privilege, confidentiality, patients dangerous to self or others, and the treatment of minors with and without parental consent. Child abuse assessment and reporting as well as suicide and homicide prevention and intervention are emphasized. This course concentrates attention on the recognition and exploration of the relationship between a practitioner's sense of self and human values, functions, and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. Case vignettes expand students' conceptualization of the ethical and legal concerns in a variety of potential situations, including but not limited to mandated reporting laws and professional standards of conduct.

Group Counseling Theories and Techniques I

CP 527, 1.5 Units

This course focuses on theories, principles, and methods of a variety of psychotherapeutic orientations related to group counseling. This includes principles of group dynamics, group process components, and therapeutic factors of group work. Special emphasis will be placed on individual and interpersonal dynamics of therapy groups fostering resilience and the improvement, restoration, and maintenance of healthy relationships. Class participation in an extensive

group experience is designed to further the understanding of group interaction and strengthen facilitator skills.

Advanced Theories and Techniques: Human Sexuality

CP 522, 1 Unit

This course focuses on the development of a therapeutic approach that appreciates the diversity of human sexual expression, advances the assessment and treatment of psychosexual dysfunction with emphasis on resiliency and recovery-oriented care, and examines the physiological, psychological, and socio-cultural variables associated with sexual behavior, sexual dysfunctions, sexual orientation, gender identity, and gender dysphoria.

Community Mental Health Counseling I

CP 607A, 3 Units

These courses will explore how the depth psychological traditions enhance community mental health service delivery. Each course builds upon the previous one, and must be taken in sequential order. They address the theories and skills required in contemporary community mental health settings, including recovery-oriented treatment for people with severe mental illness, disaster and trauma response, services for survivors of abuse, case management, client advocacy and empowerment, home-based and school-based services, bilingual client services, a collaborative approach to treatment, and knowledge of community resources. These courses provide a practical overview of public and private systems of care as well as opportunities to explore populations with severe mental illness. Special attention is also paid to the assessment and treatment of acute suicidality and suicidal ideation.

Community Mental Health Counseling II

CP 607B, 1.5 Units

This course will further explore how the depth psychological traditions enhance community mental health service in terms of wellness and prevention, as well as response to crisis and trauma, with a focus on whole communities. Maintaining a multicultural lens, the course will look at multidisciplinary responses to crises, emergencies, and disasters, as well as the effects of chronic problems that affect the psychological well-being of a community. We will explore models of counseling consistent with current professional research and practice, as well as helping the student formulate a personal model of counseling that is congruent with personal values and strengths. The course will provide opportunities to meet and hear from consumers and professionals who have first-hand experience with community mental health.

Professional Skills Development II.A, II.B, II.C, II.D.

CP 665, .20 Unit; CP 666, .25 Unit; CP 667, .25 Unit; CP 668, .25 Unit

The online Professional Skills Development II.A., II.B., II.C., and II.D. courses are designed to complement the Clinical Practice I, II, and III course lectures, experiential exercises, and assignments in which students continue to refine and apply the

course curriculum and their assessment, diagnostic, and treatment skills to the approved and supervised practicum site experience within their community. Each course builds upon the previous one, and must be taken in sequential order. The supervised practicum integrates a multi-theoretical approach to marriage and family therapy and professional clinical counseling through clinical application and provides students with an introduction to the scope and practice of Licensed Professional Clinical Counseling and Licensed Marriage and Family Therapy. *Prerequisites: CP 568 for CP 665; CP 568, CP 665 for CP 666; CP 568, CP 665, CP 666 for CP 667; CP 568, CP 665, CP 666, CP 667 for CP 668; Pass/No Pass*

Marriage, Family and Relationship Counseling I, II

CP 601, CP 602, 3 Units Each

Students complete coursework in theories, principles, and evidence-based/informed methods of assessment, diagnosis, and treatment of marriage, domestic partnership, and family while developing a working knowledge of systemic organization. Each course builds upon the previous one, and must be taken in sequential order. These courses examine how these theories and principles can be applied therapeutically with individuals, couples, same sex couples, families, children, adolescents, and groups to improve, restore, and maintain resiliency in relationships. Course content includes life span issues, genealogy, ethnicity, and cultural factors that affect individuals, pre-marital couples, couples, and families. Students will develop and cultivate theoretical, metaphorical, and experiential knowledge for application in the context of relationship theory. The psychological, psychotherapeutic, and health implications that arise within couples, families, adolescence, adulthood, marriage, divorce, blended families, intercultural families, and step parenting are also investigated. Students learn to integrate depth psychology as it applies to marriage and family therapy and professional clinical counseling.

Psychological Assessment I

CP 630A, 2.5 Units

This course is the first in a sequence covering the topic of psychological assessment as a means to conceptualize human behavior and individual differences in terms of skills, aptitudes, attitudes, values, personality, and intelligence. This part of the sequence focuses on the critical conceptual processes underlying sound assessment, including case conceptualization from a psychodynamic and depth psychological perspective, models of human psychological development, and other clinical, cultural, and developmental considerations of human development which are the subject of applied psychological testing. A major focus will be psychodynamic conceptualizations of personality, attachment, and trauma. The appropriate and ethical use of assessment with diverse and culturally different populations is emphasized.

Psychological Assessment II

CP 630B, 2 Units

This course is the second in a sequence covering the topic of psychological assessment as a means to conceptualize human behavior and individual differences in terms of skills, aptitudes, attitudes, values, personality, and intelligence. This part of the Psychological Assessment sequence focuses on applied clinical applications of test selection, test normalization and development, relevant psychometric and statistical theory such as reliability and validity, theories and models of human intelligence, and standardized administration with an eye towards the implications of these constructs to understanding principles of scale development and applications of assessment in clinical and research contexts. The appropriate and ethical use of assessment with diverse and culturally different populations is emphasized. As means of operationalizing these core concepts, the course will include a review of the development, administration, ethical application, and interpretation of a range of commonly used psychological assessment instruments such as the MMPI-2, MCMI IV, Rorschach, and Wechsler IQ batteries among others.

Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I

CP 660A, 3 Units

Theories, skills, and techniques of bio-psycho-social therapy for substance use disorders are studied in these courses. Each course builds upon the previous one, and must be taken in sequential order. Students learn models for assessment, diagnosis, and treatment of substance use disorders, behavioral addiction, and co-occurring disorders. Coursework includes the study of at-risk populations, community resources, the role of support persons and support systems, follow-up programs for the affected person and family, methods for prevention and relapse prevention, and the legal and medical issues related to substance use disorders and behavioral addictions. Students learn how to work with both sides of the therapeutic relationship, and through motivational interviewing techniques, to support conditions which support change in the substance user. The relationship of alcohol and drugs to the functions of the psyche allows for the study of substance use and abuse in psychological depth.

Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions II

CP 660B, 1.5 Units

Theories, skills, and techniques of bio-psycho-social therapy for substance use disorders are studied in these courses. Each course builds upon the previous one, and must be taken in sequential order. Students learn models for assessment, diagnosis, and treatment of substance use disorders, behavioral addiction, and co-occurring disorders. Coursework includes the study of at-risk populations, community resources, the role of support persons and support systems, follow-up programs for the affected person and family,

methods for prevention and relapse prevention, and the legal and medical issues related to substance use disorders and behavioral addictions. Students learn how to work with both sides of the therapeutic relationship, and through motivational interviewing techniques, to support conditions which support change in the substance user. The relationship of alcohol and drugs to the functions of the psyche allows for the study of substance use and abuse in psychological depth.

Child Psychotherapy

CP 532, 1.5 Units

This course covers the history and treatment of childhood disorders including learning, behavioral, and emotional problems. Emphasis is placed on imaginative processes and expressive techniques useful in psychotherapy with children, such as drawings, sand tray, board games, puppets, and clay as well as analytical and phenomenological evaluations of the expressed content. Affective neuroscience with its recent attention to emotion, attachment, and child development, along with traditional play therapy and gestalt approaches to working with children, are integrated throughout the course. Students continue to increase their understanding of contextual issues such as the impact of culture, socioeconomics, and family systems in the treatment of children.

Group Counseling Theories and Techniques II

CP 528, 2 Units

This course focuses on theories, principles, and methods of psychotherapeutic modalities related to group counseling. Special emphasis will be placed on theories of developmental stages related to group work, group leadership styles and approaches, pertinent research and literature, and evaluation of effectiveness. In class participation in an extensive group experience is designed to further the understanding of group interaction and strengthen facilitator skills.

Cultural Psychology

CP 511, 2 Units

Psychological experience, development, and pathology occur in a cultural context. This class examines cultural phenomena such as race, gender, age, sexual orientation, group affiliation, environment, socioeconomics, politics, violence, media, and education to illuminate how they affect the individual and the community. The intermingling of cultural and depth psychologies brings culture into the consulting room of counseling psychology and psyche to the world whereby individual souls are found to be interrelated and interdependent. Special emphasis is given to liberation psychology and strategies for recovery from dependence, building individual and community resilience to crisis, multidisciplinary approaches to research and intervention that limit social barriers to mental health services and other resources, advocacy for diverse populations, fostering social justice, and develop greater awareness of mental health consequences which result from bias and oppression.

Career Development I

CP 608A, .75 Unit

This course examines career development theories and techniques, such as decision making models and interrelationships among, and between, work, family, and other life roles, including the role of multicultural issues. Students evaluate assessment tools for determining skills, values, interests, personality traits, psychological types, and archetypal categories. Emphasis is given to the importance of the relationship between work and vocation through the study of the organizational psyche and individual calling, destiny, and self-understanding.

Career Development II

CP 608B, 3.75 Units

This course builds on the career development framework presented in CP 608A and examines career development theories, techniques, decision-making models, and the interrelationships among and between work, family, and other life roles, including the role of gender and multicultural issues. Client centered advocacy, including researching, identifying, and accessing assessments and resources related to obtaining or providing services and support for clients will also be explored. Students engage in a variety of assessment activities designed to clarify interests, values, skills, personality traits, psychological types, and archetypal categories as they relate to engagement with the world of work. Emphasis is given to providing context in which to apply theories through personal reflection, clinical case studies, and varied media.

Psychopharmacology I, II

CP 670A, 2 Units; CP 670B, 2.5 Units

These courses cover the general principles of psychopharmacology, as well as an overview of the pertinent neurochemistry, and the appropriate use of psychoactive drugs. Each course builds upon the previous one, and must be taken in sequential order. They include the use of psychopharmacological agents in psychotherapy and their consequences as well as the relationship with prescribing professionals in medication management. All of the course material will be explored within the socio-political context of the client and/or their system.

Group Counseling Theories and Techniques III

CP 529, 1 Unit

This course focuses on theories, principles, and methods of psychotherapeutic modalities related to group counseling. Special emphasis will be placed on developing group leadership styles and approaches, and evaluation of effectiveness. In class participation in an extensive group experience is designed to further the student's understanding of group interaction and strengthen facilitator skills.

THEORY AND PRAXIS COURSES

Counseling Skills: Process of Psychotherapy I, II, III

CP 515, CP 516, CP 517, 3 Units Each

The Counseling Skills courses occur in sequence and are designed to assist students in developing the personal and professional qualities and skills that are related to becoming effective mental health practitioners. Each course also introduces students to theoretical concepts, including those from the depth tradition, and clinical application related to special treatment issues and populations. Each course builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. Students must pass an assessment of clinical readiness at the end of the final course in this sequence in order to progress to the clinical practicum. *Prerequisites: CP 515 for CP 516; CP 515,CP 516 for CP 517*

Research in Psychology

CP 620, .75 Unit

This course introduces students to the distinctive theory and practice of research in marriage and family therapy, professional clinical counseling, and depth psychology including designing and conducting qualitative research, quantitative research designs, and mixed methods at the conceptual level. The organic relationship between methodological approach, research questions, and research findings will be studied and students will be introduced to a conceptual overview of statistical analysis. An emphasis will be placed on the identification of research problems related to personal healing, collective healing, and human services with a depth psychological perspective. During this course students begin to organize their research for the Master's Thesis. This course culminates in the submission of a library database and thesis interests/research question paper, as well as a community-based assignment designed to help students understand Needs Assessment in real world contexts.

Clinical Practice I

CP 610, 3 Units

The course material and discussion in Clinical Practice I introduce and elaborate upon the therapeutic work of Marriage and Family Therapists, Licensed Professional Clinical Counselors, and depth-oriented counselors. Focus is placed on the temenos of the therapeutic container and the development of a therapeutic alliance through the utilization of specific techniques that include genuineness, positive regard, empathic attunement, active listening skills, and reflection. Students learn to apply their understanding and skills in both in-person and remote treatment settings. Students are supported to learn assessment and interventions for crisis intervention. Coursework helps students develop skills to successfully complete intake assessments, and frame theory-based case formulation and treatment planning. Students are taught note-taking procedures, case reporting, case management, crisis intervention, and strategies for working with, and advocating for, diverse populations in community health settings.

Application of the diagnostic process, including differential diagnosis, the use of the Diagnostic and Statistical Manual, and family systems diagnostic procedures are covered through case discussion and case presentation. Students learn to integrate the art of depth psychotherapy by maintaining an awareness of the unconscious and its continuous healing and disruptive presence. *Prerequisites: CP 517, CP 568*

Clinical Practice II

CP 611, 3 Units

The Clinical Practice II course continues the therapeutic work of Marriage and Family Therapists, Licensed Professional Clinical Counselors, and depth-oriented psychotherapists. Focus is placed on case formulation that utilizes an assessment approach to co-creating a treatment plan with the client. Students will gather information through a bio-psychosocial assessment to define or describe the clinical problem as it is evidenced in the particular client. Students will associate the client's symptom pattern with diagnostic criteria in the DSM-5-TR (APA, 2022). Based on the defined clinical problem students will create treatment goals and interventions, as well as the selection of appropriate clinical strategies, and methods for evaluating the client's treatment progress. Theory-based case formulation is introduced in a collaborative format, as well as training on multicultural competencies and diversity, and the system of care principles within the evidenced-based Recovery and Resiliency Models for mental health. The course addresses a clinical approach to the treatment of trauma to better understand how trauma is imprinted on the body, brain, and spirit. Simultaneously, professional skill development focus is on the clinical capacity to understand, appreciate, and facilitate a traumatized client's resiliency and ability to heal. *Prerequisites: CP 517, CP 568, CP 610*

Clinical Practice III

CP 612, 3 Units

The Clinical Practice III course continues the sequential focus on the practice of psychotherapy emphasizing the practical integration of depth psychology with the recovery model and other evidence-based treatment models that are utilized in community mental health settings. Particular attention is given in assisting students to refine assessment and diagnostic skills to master the elements that go into building treatment plans and intervention strategies that are commensurate with the practice of marriage and family therapy and professional clinical counseling standards. Students will present clinical cases from their respective practicum sites utilizing a variety of theoretical orientations and receive specific feedback to improve skills in assessment and diagnosis, clinical interventions, and tracking progress of treatment. Attention is given to the psychodynamic process; group therapy principles and interventions; the internal supervision model; ethical, legal, and professional issues in practice; therapeutic efficacy; the process of termination; and the vocations of marriage and family therapy, professional clinical counseling, and depth psychotherapy. *Prerequisites: CP 517, CP 568, CP 610, CP 611*

Clinical Practice IV

CP 613, 1 Unit

In Clinical Practice IV, students continue to refine assessment, diagnostic, and treatment skills. Each course in the Clinical Practice Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. The importance of administrative and clinical management of client files, case notes, and other documentation is emphasized, as well as mastering a working knowledge of law, ethics, and HIPPA that regulates client confidentiality and privilege. Students will also learn self-care practices for therapists. *Prerequisites: CP 517, CP 568, CP 610, CP 611, CP 612*

Clinical Practice V

CP 614, 1 Unit

In Clinical Practice V, students develop and expand a working knowledge of community mental health, client advocacy, crisis intervention and diverse populations. To assist the student in career preparation for community mental health work and/or the management of professional practice, the distinction and understanding between clinical supervision and clinical consultation will be further refined. *Prerequisites: CP 517, CP 568, CP 610, CP 611, CP 612, CP 613*

Clinical Practice VI

CP 615, 1 Unit

Clinical Practice VI explores the core professional values of the counseling profession. Students will consider both law and ethics that govern the practice of marriage and family therapy, and professional counseling. Professional expectations include the principles and standards for ethical practice described in the AAMFT Code of Ethics, the ACA Code of Ethics, and the CAMFT Code of Ethics. Ethical standards are rules of practice upon which the Marriage and Family Therapist and Licensed Professional Clinical Counselor are obliged and judged. These ethical codes are designed to establish expectations of conduct and assist members in constructing a course of action that best serve those utilizing mental health services. Students will complete the Clinical Practice I-VI series of courses by passing the Comprehensive Written Exam, Program Capstone I.B. in Module VIII. *Prerequisites: CP 517, CP 568, CP 610, CP 611, CP 612, CP 613, CP 614*

Seminar in Directed Research I.A.

CP 650A, .30 Unit

Students enroll in this course in the fall quarter of the second year. Students explore specific research designs and qualitative approaches that involve library literacy and an imaginative approach to a research problem and research question grounded in marriage and family therapy and professional clinical counseling. Students engage in research related to the recovery model and incorporate a depth perspective in the integration of the material. This course is the second in the seven course research sequence of courses.

Seminar in Directed Research I.B.

CP 650B, .45 Unit

Students enroll in this course in the winter quarter of the second year. The transferential aspects of depth psychological research and the importance of research in advancing the professions of marriage and family therapy, professional clinical counseling, and depth psychology are presented and explored. Reflection regarding the research question and healing is pursued. Students will explore specific research designs and qualitative methodological approaches that involve library literacy, an imaginative approach to a research question, and clinical applicability. This course is the third in seven course research sequence of courses.

Seminar in Directed Research I.C.

CP 650C, .30 Unit

Students enroll in this course in the spring quarter of the second year. Students will identify designs used in published research, and hone critical thinking skills in depth psychological research and methodology grounded in the fields of marriage and family therapy and professional clinical counseling. This course focuses on the vocational aspects of depth psychological research and its impact on the clinical practice of marriage and family therapy and professional clinical counseling, inclusive of social justice implications. Each student is assigned a Portfolio Thesis Advisor to assist the student with the conceptualization of the thesis, feedback about written components of the thesis, and the thesis process. This course is the fourth in the seven course research sequence of courses.

Seminar in Directed Research II.A.

CP 651A, .75 Unit

The transferential aspects of depth psychological research and the importance of research in advancing the professions of marriage and family therapy, professional clinical counseling, and depth psychology are presented and explored. Methods of analysis needed for formative and summative program evaluation will be assessed inclusive of the depth perspective. The research and writing of the thesis is supervised by a Portfolio Thesis Advisor who guides the students through critiques of drafts of sections of the thesis assigned. Elements written by the student are archived in the student's Research Portfolio. This course is the fifth in the seven course research sequence of courses.

Seminar in Directed Research II.B.

CP 651B, 1 Unit

Students deepen their understanding of the vocational and transformational aspects of depth psychological research as a container for soul work and to foster individual, community, and cultural well-being grounded in marriage and family therapy and professional clinical counseling. All components of the thesis capstone project are assessed and refined. Research and writing is supported by the instructor and supervised by a Thesis Advisor. This course culminates in a completion of a full draft of the thesis project and is the sixth in the seven course research sequence of courses.

Seminar in Directed Research II.C.

CP 651C, 1 Unit

Supervision of research and writing of thesis. Successful completion of the course requires completion and submission of the thesis which is archived in the student's Research Portfolio and approved by the Portfolio Thesis Advisor and Research Associate. The thesis is grounded in the fields of marriage and family therapy and professional clinical counseling and is published in ProQuest. This course is the seventh in the seven course research sequence of courses. *Pass/No Pass.*

HUMANITIES AND DEPTH TRADITIONS COURSES

Introduction to the Theories of the Depth Tradition

CP 534, 2 Units

This course is a scholarly introduction to the theories and traditions of depth psychology with an emphasis on the role that depth psychology attributes to the unconscious. Exploration of the cultural-historical and multicultural contexts of depth psychology in relation to myth, religion, and philosophy are highlighted. Particular attention is given to the origins of depth psychology in the analytic and psychoanalytic literature, subsequent scholarly and clinical developments in depth psychological traditions, as well as contemporary elaborations in depth psychology.

Depth Psychology Theory and Practice I: Analytical Psychology

CP 541, 2 Units

This course introduces the foundational concepts and theories of analytical psychology including the ego, persona, shadow, anima and animus, typology complexes, transference, and countertransference. The personal and archetypal dimensions of the unconscious, the individuation process, the nature and function of psychopathology, and the role of dreams and active imagination are explored. The emphasis is on the application of these concepts to psychotherapeutic practice. Populations and specific treatment issues amenable to analytic approaches are examined. The contributions of C.G. Jung, as well as post-Jungian theorists, to the field of analytical psychology are appraised.

Depth Psychology Theory & Practice II: Imaginal/Archetypal Psychology

CP 542R, 1.5 Units

Imaginal/Archetypal psychology is examined for the ways in which it revisions depth psychological approaches to therapy and culture. James Hillman's legacy of a polytheistic imagination and emphasis on soul-making is explored. Consideration is given to the development of a poetic basis of mind, a metaphorical sensibility in confronting the complexity of psychological life and "seeing through the literal". Attention is placed on moving from theory to practice regarding the use of archetypal images and psychological reflection to deepen clinical work, and as a way of being in the world that honor diverse perspectives.

Depth Psychology Theory & Practice III: Psychoanalytic Psychotherapy

CP 543R, 1 Unit

This course focuses on the fundamental principles underlying psychoanalytic psychotherapy and a review of the foundational assumptions of psychoanalytic thought. The course will examine the historical and thematic developments governing the evolution of psychoanalytic models over time, including the classical Freudian model, the development of object relations, ego and self psychology theory, and contemporary intersubjective perspectives.

Depth Psychology Theory & Practice IV: Attachment and Trauma

CP 544R, 1 Unit

This course addresses the important influences of early and later attachment relationships on human cognitive, affective, relational, and neurobiological development, and the complex relationship between attachment, affective regulation, and trauma. The curriculum will explore current research suggesting shifts in attachment theory to a regulation model. Course content will include review of neurobiological systems underlying attachment and developmental change, and how these systems should inform applied models of psychotherapeutic intervention. Various contemporary perspectives on trauma will be explored, including integration between neurobiological perspectives on attachment with psychodynamic and depth psychological perspectives.

Depth Psychology Theory & Practice V: Environmental Psychology

CP 545R, 1 Unit

Environment is intrinsic to the development and maintenance of a sense of self and individual identity. This course will explore the nature and nuances of interrelationships between people and their living environments, including both the natural world and human-built surroundings, and the larger social, cultural, and political contexts in which humans live, with the goal of exploring the individual's relationship to place and space. Through review of related literature, experiential activities and writings, and a willingness to listen to and through place, this course will provide a frame for including this form of work in our clinical awareness.

Depth Psychology Theory and Practice VI: Somatic Psychotherapy

CP 546, 1 Unit

Students will be introduced in this course to theories and therapeutic and depth psychological modalities that emphasize awareness of sensory, affective, cognitive, and imaginal impressions as manifestations of psyche in the sensed-felt-known field of the body. These impressions and images are manifestations of the prima material and ground somatic psychotherapy in depth psychology within the professions of marriage and family therapy and professional clinical counseling. The functional unity between mind and body as evidenced in recently published research in neuroscience will also be reviewed.

DEGREE REQUIREMENTS FOR GRADUATION

1. Each student must complete a total of 93 quarter units in order to fulfill the unit requirement for graduation.
2. A minimum grade of “C” is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must meet attendance requirements as articulated in the Student Handbook.
4. Students must complete a Master’s Thesis accepted by the faculty and published on ProQuest.
5. Students must complete a minimum of 300 hours supervised practicum, including a minimum of 280 direct service hours.
6. Students must participate in 50 hours of personal psychotherapy, inclusive of a minimum of 5 hours each quarter during the 10 quarters of the program.
7. Students must pass the Comprehensive Oral Examination in the Spring Quarter of the second year, and the Comprehensive Written Clinical Examination in the Winter Quarter of the third year.

FIRST YEAR ASSESSMENT

During the spring quarter of a student’s first year, the faculty will assess each student’s progress in process skills and readiness to begin a clinical practicum. The result of this assessment may include:

1. Endorsement of the student’s progress as satisfactory.
2. Endorsement with reservations and recommendations.
3. Recommendation that the student discontinues the program.

PRACTICUM REQUIREMENT

During the second year of study, students are required to be actively engaged in a supervised practicum site, approved by the program. Students may complete the supervised practicum as a trainee at a community counseling center, social service agency, hospital, or other approved facility. The program’s Clinical Practicum Department provides practicum guidelines and consultation for students as they select supervised practicum sites in their home settings. The choice of a culturally diverse site is encouraged.

COMPREHENSIVE EXAMINATIONS AND MASTER'S THESIS

Two comprehensive examinations and a master's thesis are to be completed in partial fulfillment of degree requirements. Students work closely with the instructors of Clinical Practice and Directed Research courses during the second and third years of the program in preparation for the oral and written comprehensive examinations and master's thesis processes. For a full description of all requirements, consult the current edition of the Pacifica Student Handbook.

The curriculum content areas required by the Board of Behavioral Sciences in the State of California are covered by the following Counseling Psychology Program courses. Each student is responsible for determining and remaining informed of licensure requirements in his or her own state.

Preparation for California Marriage and Family Therapy Licensure

The Masters in Counseling Psychology program meets the requirements of the California Board of Behavioral Sciences, Senate Bill 33, Section 4980.36 of the Business and Professional Code.

Applied Psychotherapeutic Techniques of Marriage and Family Therapy

CP 610, 611, 612, 613, 614, 615 Clinical Practice I, II, III, IV, V, VI

Cross Cultural Mores and Values

CP 530 Multicultural Counseling Theories and Techniques

CP 511 Cultural Psychology

Human Communication

CP 515, 516, 517 Counseling Skills: Process of Psychotherapy I, II, III

Human Growth and Development

CP 520 Human Growth and Development

Human Sexuality

CP 522 Advanced Theories and Techniques: Human Sexuality

Aging and Long Term Care

CP 526 Geropsychology and Long Term Care

Family Violence

CP 605 Family Systems and Domestic Violence

Psychological Testing

CP 630A, B Psychological Assessment I, II

Psychopathology

CP 502 Psychopathology

Research Methodology

CP 620 Research in Psychology

CP 650 A, B, C Seminar in Directed Research I: A, B, C

CP 651 A, B, C Seminar in Directed Research II: A, B, C

Theories of Marriage, Family and Child Counseling

CP 601, 602 Marriage, Family, and Relationship Counseling I, II

CP 527, 528, 529 Group Counseling Theories and Techniques I, II, III

CP 501 Counseling and Psychotherapeutic Theories and Techniques

CP 532 Child Psychotherapy

Alcohol and Drug Abuse

CP 660A, B Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I, II

Psychopharmacology

CP 670A, B Psychopharmacology I, II

Professional Ethics and Law

CP 523 Professional Orientation: Ethics and the Law

Child Abuse Assessment and Reporting

CP 525 Ethics and the Law: Child Abuse Assessment and Treatment

Community Mental Health

CP 607A, B Community Mental Health Counseling I, II

Preparation for California Professional Clinical Counselor Licensure

The Masters in Counseling Psychology Program meets the requirements of the California Board of Behavioral Sciences, Senate Bill 788, Section 4999.33 of the Business and Professional Code.

Core Courses

CP 501 Counseling and Psychotherapeutic Theories and Techniques

CP 534 Introduction to the Theories of the Depth Tradition

CP 520 Human Growth and Development

CP 532 Child Psychotherapy

CP 526 Geropsychology and Long Term Care

CP 608A, B Career Development I, II

CP 527, 528, 529 Group Counseling Theories and Techniques I, II, III

CP 630A, B Psychological Assessment I, II

CP 530 Multicultural Counseling Theories and Techniques

CP 511 Cultural Psychology

CP 502 Psychopathology

CP 620 Research in Psychology

CP 650A, B, C Seminar in Directed Research I: A, B, C

CP 651A, B, C Seminar in Directed Research II: A, B, C

CP 523 Professional Orientation, Ethics, and Law in Counseling

CP 525 Ethics and the Law: Child Abuse, Assessment, and Reporting

CP 670A, B Psychopharmacology I, II

CP 660A, B Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I, II

CP 607A, B Community Mental Health Counseling I, II

CP 522 Advanced Theories and Techniques: Human Sexuality

CP 605 Family Systems and Domestic Violence

CP 565, 566, 567, 568 Professional Skills Development I: A, B, C, D

CP 665, 666, 667, 668 Professional Skills Development II: A, B, C, D

Advanced Coursework

CP 515, 516, 517 Counseling Skills: Process of Psychotherapy I, II, III

CP 601, 602 Marriage, Family, and Relationship Counseling I, II

Depth Psychology Theory and Practice

CP 541 Depth Psychology Theory and Practice I: Analytical Psychology

CP 546 Depth Psychology Theory and Practice VI: Somatic Psychotherapy

Supervised Practicum

CP 610, 611, 612, 613, 614, 615 Clinical Practice I, II, III, IV, V, VI

Psy.D. in Counseling Psychology

WITH EMPHASIS IN DEPTH PSYCHOLOGY

Pacifica's Psy.D. Program in Counseling Psychology offers a uniquely immersive, experiential and relationally designed doctoral degree in Counseling Psychology designed to prepare graduates for licensure as licensed psychologists. This exciting new program is deeply informed and organized around principles of psychodynamic psychology, and emphasizes psychotherapy practice informed by an appreciation for the importance of the unconscious life in the individual and in communities, as well as an emphasis on the deeply relational quality of human psychology, both as a philosophy of psychotherapeutic intervention and as an organizing principle for the academic program itself. Following a practitioner-scholar model (also called the "Vail model"), this program represents Pacifica's commitment to grounding the principles of depth psychology in clinical practice within community settings. Its graduates will be prepared to function as licensed psychologists in a variety of applied settings, including private practice, community mental health, substance abuse and dual diagnosis settings, hospital and inpatient settings, the nonprofit and private sectors, and many other professional contexts.

Pacifica trains students toward an integration of broad and general knowledge in applied counseling psychology with research on the unconscious and relational factors that motivate individual and collective behavior. Depth psychology invites a curiosity about the psyche and respect for the diversity and resiliency of the human experience. Transdisciplinary courses exploring literature, mythology, religion, and culture deepen students' abilities to link collective systems and archetypal themes to sociopolitical issues in the lives of individuals, families, and communities. Although broadly psychodynamic in its orientation, the Psy.D. Program offers particular emphasis in psychotherapeutic training informed by both psychoanalytic and analytic (Jungian) perspectives.

This program develops psychologists who are skilled in a broad range of clinical work, including psychotherapy, assessment, supervision, and consultation, as well as integrative approaches to health, which are informed by depth psychological perspectives through a psychodynamic lens. As a

Psy.D. Program, this degree offering is dedicated to educating future psychologists who prefer to focus on applied practice rather than research, although appreciation for and fluency with the language and methodology of research also informs the program, culminating in a doctoral dissertation which represents a unique individual contribution to the established research literature. The emphasis on applied practice is grounded in the program's clinical training requirements, including progressively advanced supervised experiences in applied settings gained in practicum and pre-doctoral internship.

The Psy.D. in Counseling Psychology Program's intensive learning and its class cohort configuration lend themselves to an experience of scholarly and personal development. Throughout the program, students are engaged in experiential learning and collaborative processes during quarterly sessions. Collaborative learning reflects Pacifica's team approach to the assessment and treatment of individuals, couples, families, and groups.

The Psy.D. Program is rooted in the culture and academic methodology of Pacifica's long-standing and thriving M.A. Counseling Psychology Program. As an academic degree, it bridges the rich history of teaching depth psychology with the contemporary world of applied counseling psychology. This practical integration emphasizes depth psychological perspectives within current areas of psychological studies such as: relational and intersubjective approaches to psychotherapy; attachment and trauma; evidence-based practices; integrative assessment; interpersonal neurobiology and biopsychosocial approaches to integrative health care; community-based practice approaches; and mental health public policy.

The Psy.D. in Counseling Psychology is designed to develop graduates who are able to:

- Develop literacy in the literature and tradition of classical and emerging depth psychology scholarship that is also guided by psychodynamic theory and the humanities.
- Critically explore Jungian scholarship and practice including classical analytical traditions as well as contemporary archetypal and imaginal approaches to psychology and psychotherapy.
- Apply principles of classical and contemporary psychoanalytic theory to the relational process of psychotherapy, including contributions of object relations, self psychology, and intersubjectivity theory.

- Be proficient in theoretical orientations that offer perspective and provide meaning to systemic patterns and human behavior.
- Identify underlying psychological and systemic dynamics of human interaction.
- Apply understanding to case conceptualization assessment and treatment in clinical practice.
- Enhance client functioning and well-being via multiculturally sensitive referrals and collaborative treatment team consultations.
- Assess, diagnose, and treat the symptoms and characteristics of behavioral addictions, substance use, and dependence.
- Apply evidence based assessment procedures to client cases and demonstrate awareness of community mental health and diversity-related considerations.
- Apply current legal and ethical standards and guidelines while working with diverse populations and demonstrate their knowledge and application in scholarly work and supervised practicum as they pertain to marriage and family therapy and professional clinical counseling.
- Identify and integrate systemic depth psychological perspectives of human interaction and demonstrate competence in the field of professional clinical counseling.
- Demonstrate an evolving capacity to self-assess and articulate one's own strengths and organizing principles.
- Understand individual, systemic, community, political, and biologic aspects of diversity and demonstrate knowledge and respect for diversity.
- Participate in advanced practicum seminars conducted as case colloquia that engage psychoanalytic, Jungian/archetypal/imaginal, and other evidence based approaches to clinical practice.

CURRICULUM OVERVIEW

Counseling Psychology Psy.D. classes take place in three-day sessions occurring three times in each of the fall, winter, and spring quarters, with a seven-day summer session, over a period of three years. Pre-doctoral internship is expected to take place during the fourth year of training in the program, following the completion of coursework, qualifying and comprehensive exam, and significant progress toward dissertation.

FIRST YEAR

Fall

Professional and Ethical Development Seminar I – PSY 755, 1 Unit

Introduction to Depth Psychology – PSY 819, 2 Units

Clinical Interview – PSY 940, 1 Unit

Jungian Based Psychotherapy I – PSY 810, 2 Units

History and Systems – PSY 700, 2 Units

Winter

Professional and Ethical Development Seminar II – PSY 756, 1 Unit

Psychotherapy with Diverse Populations – PSY 845, 2 Units

Gender and Human Sexuality – PSY 901, 1 Unit

Advanced Psychopathology I – PSY 730, 2 Units

Jungian Based Psychotherapy II – PSY 811, 2 Units

Spring

Professional and Ethical Development Seminar III – PSY 757, 1 Unit

Alcohol, Chemical Dependency, and Addictive Behaviors – PSY 900, 2 Units

Community Mental Health, Public Policy and Depth Psychology – PSY 825, 2 Units

Developmental Psychology I: Childhood Through Adolescence – PSY 830, 2 Units

Summer

Research Design and Methodology I – PSY 950, 3 Units

Legal, Ethical, and Professional Practice – PSY 832, 2 Units

Social Foundations of Human Behavior I – PSY 800, 2 Units

First Year Annual Assessment for Program Advancement – PSY 758, 0 Unit

SECOND YEAR

Fall

Objective Personality Assessment – PSY 931, 3 Units

Assessment Practicum Seminar I – PSY 759, 1 Unit

Psychoanalytic Based Psychotherapy I – PSY 711, 2 Units
Research Design and Methodology II – PSY 951, 2 Units

Winter
Research Design and Methodology III – PSY 952, 3 Units
Assessment Practicum Seminar II – PSY 760, 1 Unit
Advanced Psychopathology II – PSY 731, 2 Units
Psychoanalytic Based Psychotherapy II – PSY 712, 2 Units

Spring
Cognitive and Intellectual Assessment – PSY 930, 3 Units
Assessment Practicum Seminar III – PSY 761, 1 Unit
Projective Personality Assessment – PSY 932, 2 Units
Dissertation Development – PSY 955, 2 Units

Summer
Cognitive Foundations of Human Behavior – PSY 837, 2 Units
Developmental Psychology II: Adulthood through Old Age – PSY 831, 2 Units
Theories of Psychometric Measurement – PSY 933, 3 Units
Second Year Annual Assessment for Program Advancement – PSY 762, 0 Unit

THIRD YEAR

Fall
Advanced Research Methods in Counseling Psychology I – PSY 956, 3 Units
Psychotherapy Practicum Seminar I – PSY 763, 1 Unit
Psychoanalytic Based Psychotherapy III – PSY 713, 2 Units
Evidence Based Best Practices – PSY 913, 2 Units
Dissertation Completion I – PSY 958A, 2 Units

Winter
Violence and Trauma – PSY 834, 3 Units

Psychotherapy Practicum Seminar II – PSY 764, 1 Unit
Psychoanalytic Based Psychotherapy IV – PSY 714, 2 Units
Principles of Clinical Supervision, Consultation, and Community Assessment – PSY 752, 2 Units
Dissertation Completion II – PSY 958B, 2 Units

Spring
Social Foundations of Human Behavior II – PSY 801, 3 Units
Psychotherapy Practicum Seminar III – PSY 765, 1 Unit
Advanced Research Methods in Counseling Psychology II – PSY 957, 2 Units
Post-Jungian Based Psychotherapy – PSY 815, 2 Units
Dissertation Completion III – PSY 958C, 2 Units
Comprehensive Portfolio – PSY 989, 0 Unit

Summer
Principles of Psychopharmacology – PSY 873, 2 Units
Biological Foundations of Human Behavior – PSY 735, 3 Units
Affective Foundations of Human Behavior – PSY 838, 2 Units
Dissertation Completion IV – PSY 958D, 2 Units

FOURTH YEAR
Pre-Doctoral Internship
Dissertation Completion V – PSY 959A, 3 Units
Dissertation Completion VI – PSY 959B, 3 Units

The required fourth year focuses on internship training and dissertation writing. The program meets the licensure requirements for the state of California. Selected courses have web-enhanced learning components. The curriculum is not intended to meet all the requirements of each state for licensure in clinical psychology. Students are encouraged to regularly check the requirement in the state(s) where they may be practicing. This degree program is approved by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). This degree program is not

accredited by the American Psychological Association. The curriculum may vary depending upon changing academic needs.

History and Systems

PSY 700, 2 Units

Students will explore the evolution of psychological concepts in Western history from antiquity to the present era. The course will examine and critique how the historic development of the psychodynamic, behavioral, contextual, systems, humanistic, existential, and other selected theoretical models has led to current practices in clinical psychology. The importance of a multicultural and critical perspectives will be emphasized. The systems developed throughout history to define and treat mental illness will be reviewed and evaluated. The course will examine the history of organized and professional psychology in the context of current trends in counseling psychology as a scientific discipline and an applied profession.

Psychoanalytic Based Psychotherapy I

PSY 711, 2 Units

This course focuses on the fundamental assumptions underlying psychoanalytic treatment and a review of the foundational assumptions of psychoanalytic thought. The course will examine the historical and thematic developments governing the evolution of psychoanalytic models over time, including the classical Freudian model, Kleinian perspectives and the development of object relations, and ego and self psychology theory. The course provides the basis for exploration of current trends in psychoanalytic assessment and treatment.

Psychoanalytic Based Psychotherapy II

PSY 712, 2 Units

This course continues examining psychoanalytic theory and practice, including a scholarly and clinical focus on attachment, defenses, and psychoanalytic personality theory. This review will continue a discussion on the relationships among attachment experiences, defensive style, level of personality organization, and personality style. In addition to advanced conceptualization and diagnostic skills, students will examine and apply treatment considerations based on psychoanalytic case conceptualization. *Prerequisite*: *PSY 711*

Psychoanalytic Based Psychotherapy III

PSY 713, 2 Units

This course provides an exploration of three related themes underpinning psychoanalytic technique: the capacity to mentalize, the effects and impact of trauma on the psyche, and the principle of intersubjectivity in psychotherapy. Foundational literature in these theoretical areas will be explored, and treatment implications elaborated within the broader context of practice. *Prerequisite: PSY 711*

Psychoanalytic Based Psychotherapy IV
PSY 714, 2 Units

The final course in the psychoanalytic sequence addresses the integration of psychoanalytic thought with other clinical and counseling traditions, including neuropsychology and neurophysiological advancements in the study of the unconscious, outcome research and developments in establishing the efficacy of psychodynamics and psychoanalytic psychotherapy, Jungian theory and ways in which analytic and psychoanalytic theory may function synergistically, and contextual models such as multicultural perspectives and feminist psychoanalytic perspectives. Students examine ways to integrate these integrative perspectives in their clinical practice*. Prerequisite: PSY 711*

Advanced Psychopathology I
PSY 730, 2 Units

This course emphasizes key concepts related to psychopathology, including dominant and critical contemporary paradigms in diagnosis and conceptualization as well as various perspectives on defining metal health and illness. Mental illness, several mental disorders, and co-occurring disorders, are examined with an understanding of the social and psychological implications of socioeconomics, age, gender, and other cultural and political factors that affect social position and social stress. Psychodynamic therapeutic approaches to psychopathology will be illustrated.

Advanced Psychopathology II
PSY 731, 2 Units

This course represents a literature-based review of special topics in psychopathology through a psychodynamic lens, particularly focusing on presentations of trauma and character pathology. Selected topics include psychodynamic conceptualizations of different anxiety states, attachment disorder and trauma, narcissism, impairment in mentalization, and loss and mourning. *Prerequisite: PSY 730*

Biological Foundations of Human Behavior
PSY 735, 3 Units

Students examine the theoretical concepts and constructs that explain the phylogenic origins underlying human experience, behavior, and the processes of change. This course reviews anatomical and neurological functioning, examining the importance on behavior of microbiological systems (neuron, synapse, neurotransmitter systems) and macro-level biological systems (central and autonomic nervous systems). Current trends in psychological research regarding the neurobiological foundation of consciousness, dreaming, sensory-motor systems, cognitions, motivation, memory, mindfulness, and attention will be evaluated. The sense of a biological self in relation to attachment, trauma, empathy, and neuroplasticity will be examined.

Principles of Clinical Supervision, Consultation, and Community Assessment

PSY 752, 2 Units

This course provides an exposure to the professional role of psychologists as supervisors and consultants. Theories and approaches to clinical supervision and consultation are examined with special attention given to the interpersonal and psychodynamic aspects of the supervisor-supervisee interaction within broader practice and cultural context. Ethics, diversity, and other professional issues related to clinical supervision and consultation are examined within community mental health and independent practice settings. This course is also designed to introduce students to program evaluation theories and techniques related with focus on community-based assessment of psychological needs and access to care. Grant writing skills with implications for community mental health services will be emphasized.

Professional and Ethical Development Seminar I

PSY 755, 1 Unit

The Professional and Ethical Development Seminars occur in sequence and are designed to assist students in developing the personal and professional capacities and skills necessary for successful functioning as a counseling psychologist. Each installment of this seminar also introduces theoretical concepts informed by the psychodynamic and depth psychological tradition, as well as clinical applications related to boundaries and ethical practice. *Pass/No Pass*

Professional and Ethical Development Seminar II

PSY 756, 1 Unit

The Professional and Ethical Development Seminars occur in sequence and are designed to assist students in developing the personal and professional capacities and skills necessary for successful functioning as a counseling psychologist. Each installment of this seminar also introduces theoretical concepts informed by the psychodynamic and depth psychological tradition, as well as clinical applications related to boundaries and ethical practice. *Pass/No Pass*

Professional and Ethical Development Seminar III

PSY 757, 1 Unit

The Professional and Ethical Development Seminars occur in sequence and are designed to assist students in developing the personal and professional capacities and skills necessary for successful functioning as a counseling psychologist. Each installment of this seminar also introduces theoretical concepts informed by the psychodynamic and depth psychological tradition, as well as clinical applications related to boundaries and ethical practice. *Pass/No Pass*

First Year Annual Assessment for Program Advancement

PSY 758, 0 Unit

The annual assessment is conducted through a face-to-face evaluation by Counseling Psychology faculty to assess academic, clinical, interpersonal, professional, ethical and research progress as well

as professional values, attitudes and behaviors in order to advance to the second year of the Psy.D. program and to a Supervised Practicum. *Pass/No Pass; No Incompletes*

Assessment Practicum Seminar I

PSY 759, 1 Unit

This seminar is designed to assist students in the integration of applied practicum training with coursework at Pacifica. Students will examine and articulate their personal and professional identities through developing professional values, roles and behaviors consistent with the role of a counseling psychologist. To support student's socialization into the field of counseling psychology, the seminars will specifically focus on assessment, case conceptualization, and treatment planning. Ethical and cultural aspects of clinical practice and supervision are emphasized**.** *Pass/No Pass*

Assessment Practicum Seminar II

PSY 760, 1 Unit

This seminar is designed to assist students in the integration of applied practicum training with coursework at Pacifica. Students will examine and articulate their personal and professional identities through developing professional values, roles and behaviors consistent with the role of a counseling psychologist. To support student's socialization into the field of counseling psychology, the seminars will specifically focus on assessment, case conceptualization, and treatment planning. Ethical and cultural aspects of clinical practice and supervision are emphasized**.** *Pass/No Pass*

Assessment Practicum Seminar III

PSY 761, 1 Unit

This seminar is designed to assist students in the integration of applied practicum training with coursework at Pacifica. Students will examine and articulate their personal and professional identities through developing professional values, roles and behaviors consistent with the role of a counseling psychologist. To support student's socialization into the field of counseling psychology, the seminars will specifically focus on assessment, case conceptualization, and treatment planning. Ethical and cultural aspects of clinical practice and supervision are emphasized**.** *Pass/No Pass*

Second Year Annual Assessment for Program Advancement

PSY 762, 0 Unit

In this assessment each student will be evaluated to assure readiness to perform in the advanced practicum with an emphasis on case conceptualization, integration of foundational psychological knowledge and practice, and interpersonal skills. *Prerequisite: PSY 758; Pass/No Pass; No Incompletes*

Psychotherapy Practicum Seminar I

PSY 763, 1 Unit

This seminar offers students a forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Professional and ethical values, attitudes and behaviors as well as communication and interpersonal skills are emphasized. *Pass/No Pass*

Psychotherapy Practicum Seminar II
PSY 764, 1 Unit
This seminar offers students a forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Professional and ethical values, attitudes and behaviors as well as communication and interpersonal skills are emphasized. *Pass/No Pass*

Psychotherapy Practicum Seminar III
PSY 765, 1 Unit
This seminar offers students a forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Professional and ethical values, attitudes and behaviors as well as communication and interpersonal skills are emphasized. *Pass/No Pass*

Social Foundations of Human Behavior I
PSY 800, 2 Units
This course continues the examination of social psychology with an emphasis on social influence which includes the principles and theory of group formation and development, impact of culture on group behavior, conformity, and persuasion. The course also examines current research in group dynamics, interpersonal behavior, intimacy, leadership, and helping. Discussion also includes relevance of social psychological research to clinical practice and depth psychology.

Social Foundations of Human Behavior II
PSY 801, 3 Units
This course studies current advancements in social psychology and provides an overview of the three main areas of social psychological thought which include social thinking, social influence, and social relations. Social thinking area includes discussion of self, beliefs, judgments, and attitudes. The study of social influence includes the impact of culture, conformity, persuasion, and group behavior on social functioning. Social relations area examines social relationships and how they are influenced by prejudice, aggression, attraction, and helping. This course emphasizes social thinking and social relationships as well as current social psychological research findings and the role of depth psychology in each of these areas.

Jungian Based Psychotherapy I
PSY 810, 2 Units
Classical and contemporary scholarship on Jungian concepts related to personality structure and function such as ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and individuation are examined. Clinical application of Jungian thought is demonstrated through theoretical discussions, case examples, and the reading of primary Jungian sources. An analysis is provided of the critiques of Jungian concepts from postmodern and multicultural perspectives.

Jungian Based Psychotherapy II

PSY 811, 2 Units

This course will expand consideration of classical Jungian scholarship related to theories of affect and cognition (mind) such as the individuated ego, personal and collective shadow, the contra-sexual archetypes anima/animus, manifestations of the Self, dreams and numinous experiences, and their application to clinical practice. In addition, Jungian personality typology is examined, archetypal figures and patterns explored, and the use of myths in depth psychotherapy elaborated. Affective and cognitive applications of Jungian approaches to psychotherapy are presented. Students continue the work of self-reflection to further their individuation process as central to their work as clinical depth psychologists. *Prerequisite: PSY 810*

Post-Jungian Based Psychotherapy

PSY 815, 2 Units

This course examines the scholarly works of post-Jungian theorists and psychotherapists who contributed to the development of Jungian/Post-Jungian psychotherapy and scholarship. The course discusses recent developments in the evolution of Jungian thought and practice, which includes multicultural, alchemical, somatic, and ecological considerations. Interactions between biological sciences, specifically contemporary neuropsychological developments, complexity theory, and biological systems theories are emphasized. The importance of myths, fairytales, the mystery traditions and various cultural mythologies are discussed in relation to their applicability to culturally relevant clinical practice. Students are asked to engage in self-reflection to further their individuation process as central to their work as clinical and depth psychologists. *Prerequisites: PSY 810, PSY 811*

Introduction to Depth Psychology

PSY 819, 2 Units

This course is a scholarly introduction to the theories and traditions of depth psychology with an emphasis on the role that depth psychology attributes to the unconscious. Exploration of the cultural-historical and multicultural contexts of depth psychology in relation to myth, religion, philosophy, art and literature is highlighted. Particular attention is given to the origins of depth psychology in the analytic and psychoanalytic literature, subsequent scholarly and clinical developments in depth psychological traditions, as well as contemporary elaborations in depth psychology.

Community Mental Health, Public Policy, and Depth Psychology

PSY 825, 2 Units

This course emphasizes how public policy impacts all aspects of clinical practice in both the public and private mental health service delivery system. Mental health policy practices will be explored. Students learn how to utilize the principles of depth psychology in the community mental health system. The importance of learning administrative skills to improve service delivery is emphasized including the development of administrative strategies that include the Jungian concepts of organizational

archetypes, complexes, and the shadow in order to create effective work place environments.

Developmental Psychology I: Childhood Through Adolescence

PSY 830, 2 Units

Students study developmental theories, constructs, research, and methods as they contribute to understanding normative human development and its variants in early childhood and adolescence. Emphasis is on the psychological, biological and neurological development from conception through childhood and adolescence and attachment issues that shape early human development. Childhood experiences of violence and trauma are emphasized. Current developmental and biopsychosocial research, clinical implications, cultural considerations, and contemporary trends in childhood and adolescent development are examined.

Developmental Psychology II: Adulthood through Old Age

PSY 831, 2 Units

This course continues the study of developmental theories, constructs, research, and methods as they contribute to understanding normative human development and its variants in adulthood through old age. Emphasis is on the psychological, social, biological, and neurological development during adulthood and the later stages of life. Special focus is given to aging and long term care, elder violence and abuse, end of life meaning, and life-long psychological development as part of developmental human trajectory. Specifically, the course provides a review of biological, social, and psychological aspects of aging as well as multicultural and clinical considerations in regard to these experiences.

Legal, Ethical, and Professional Practice

PSY 832, 2 Units

The ethical and legal considerations involved in the practice of clinical and scientific psychology are examined with an emphasis on the American Psychological Association's ethical guidelines. The course features discussion of key issues involved in academic work, research and professional practice with an emphasis on the development of ethical and professional judgment. Child abuse assessment and reporting as well as suicide and homicide prevention and intervention are emphasized. Topics include forensic psychology, cultural competence, malpractice, and legal responsibilities. This course meets the criteria set forth by the California Board of Psychology for training in Legal, Ethical, and Professional Practice required for California licensure.

Violence and Trauma

PSY 834, 3 Units

The course will review scholarship in relation to social, developmental, and relational theories of violence in intimate relationships and families with special focus on partner and child abuse, detection, intervention and prevention. The intrapersonal and interpersonal dynamics related to trauma and recovery will be discussed. The coursework also provides coverage of partner and child abuse

assessment and reporting. The developmental impact of early trauma, including splitting, dissociation, and introjection as well as depth psychological treatment approaches will be emphasized.

Cognitive Foundations of Human Behavior
PSY 837, 2 Units

This course explores the interactive influences of perception, attention, learning, memory, contextual appraisals and biases, emotional regulation, creative thinking, conscious and unconscious processing and problem solving. Related topics include sensation, perception, memory, cognition, emotion, motivation, and psychophysiological processes. The interdependence of cognition and emotion in psychological experience and behavior is considered.

Affective Foundations of Human Behavior
PSY 838, 2 Units

This course aims to provide an overview and clinical implications of understanding the development of affective regulation related to psychological functioning. In addition to discussing theories of emotions and emotional regulation, the course focuses on how capacity for affective self-regulation and communication is influential in intrapersonal and relational functioning of individuals and communities. Discussion of emotion involves the biological and social bases of emotion, its cognitive correlates, and the impact on emotional states. Specifically, the course emphasizes classic and contemporary psychoanalytic and Jungian scholarship on affective foundations of human behavior.

Psychotherapy with Diverse Populations
PSY 845, 2 Units

Cultural competence or the knowledge, skills, and attitudes necessary to work effectively as a diversity-focused and social justice-oriented clinician are an ethical responsibility in a multicultural society. This course examines the role of culture in psychotherapy and assessment, as well as key issues in the provision of psychological services with individuals or communities, which face cultural and institutional forms of oppression and have been marginalized within systems of social care. Biases in traditional clinical theory and practice are discussed, while culturally relevant intervention strategies with individuals of different cultural backgrounds are introduced. Depth psychological concepts in relation to culture, such as the notion of an ethnic or minority unconscious, cultural trauma, and cultural complexes are also explored.

Principles of Psychopharmacology
PSY 873, 2 Units

This course examines the principles of psychopharmacology as well as an overview of pertinent neurochemistry. The indications and side effects of common psychoactive medications are evaluated. Contemporary scholarship on plant based medicines and use of mood-altering substances in psychological treatment is introduced. The impact of medications on the psychotherapeutic process and the importance of a coordinated

treatment plan with the prescribing medical provider are examined. Issues of ethical and cultural values in pharmacological questions are raised.

Alcohol, Chemical Dependency, and Addictive Behaviors

PSY 900, 2 Units

This course covers the theory and treatment of addictive behaviors. Areas covered in this course include current theories of etiology, physiological and medical aspects of substance abuse and dependence, psychopharmacological and interaction of varied classes of drugs, dual-diagnosis, cultural and ethnic considerations, iatrogenic dependency, treatment approaches, differences in populations related to substance abuse, prenatal effects of abuse, implications for elderly clients, referral process, family issues, prevention and education, and ethical and legal issues.

Gender and Human Sexuality

PSY 901, 1 Unit

This course will focus on cultural, historical, theoretical and clinical constructions of gender and sexuality. Biological and psychological as well as socio-cultural variables associated with gender, sexual identity, sexual desire, sexual behavior and disorders are discussed. Feminist, critical, cross-cultural and depth psychological lens will be applied within the material.

Evidence Based Best Practices

PY 913, 2 Units

This course is an overview of clinical treatments in relation to their efficacy in treatment of psychological disorders. Methods of evaluations of the efficacy of interventions and their limits are discussed. The findings in outcome research regarding therapeutic interventions are evaluated and critiqued. Interventions and combinations of interventions for the major disorders are examined, as well as the integration of individual, group, and psychopharmacological therapies are discussed. Specific focus is given to short term psychoanalytic and psychodynamic approaches as well as the scientific evidence supporting the efficacy of depth psychological practices.

Cognitive and Intellectual Assessment

PSY 930, 3 Units

The psychological assessment course series begins with the study of psychometric theory including test construction, standardization, validity, reliability, and the appropriate and ethical use of assessment for individuals from diverse backgrounds. The administration, scoring, and interpretation of the Wechsler intelligence scales, Wechsler Memory Scales, and selected achievement tests and tests of adaptive behavior are highlighted with special emphasis on integrating the results with clinical judgment, effective report writing, evidence-based treatment planning, and communication of assessment results. Students are provided with an overview of neuropsychological assessment including structured interviewing, review of typical

neuropsychological batteries, and strategies of interpreting and integrating neuropsychological assessment data. The course will focus on foundational psychometric theory in the context of emphasizing applied, evidence-based best practices in cognitive assessment.

Objective Personality Assessment

PSY 931, 3 Units

The course focuses on foundational psychometric theory in the context of emphasizing practical, evidence-based best practices in personality assessment. Students learn the principles of personality assessment and learn how to administer, score, and interpret instruments including the MMPI-2, MCMI-III, and other widely used instruments. Integrating results into client-centered, case-focused, and therapeutic reports for clinical, vocational, medical, and forensic settings is emphasized.

Projective Personality Assessment

PSY 932, 2 Units

This course focuses on psychometric theories and practical applications of performance-based personality instruments (projectives) with an emphasis on the Rorschach. Course also includes examination of the Thematic Apperception Test, Sentence Completion Test and projective drawings. Information derived from performance-based personality assessment is used to develop therapeutic, client-centered, case-focused reports that describe the psychological background of the client as well as answer the referral question. An emphasis on using assessment results to enhance the therapeutic process by utilizing evidence-based best practices is made.

Theories of Psychometric Measurement

PSY 933, 3 Units

The course covers classical and current psychometric theory and procedures involved in constructing and evaluating measurement instruments in clinical psychology including the key concepts of scale development. Cronbach's alpha, exploratory and confirmatory factor analysis, types of reliability and validity, and other methodologies are examined.

Clinical Interview

PSY 940, 1 Unit

Students learn the essential skill sets involved in biopsychosocial assessment and related clinical interviewing techniques. The course focuses on how to conduct a clinical interview as part of an initial assessment. The course also examines the ethical dilemmas, interdisciplinary conflicts, human diversity and system of care issues that may surface during the clinical interview. Child abuse and reporting, suicide and homicide assessment are emphasized.

Research Design and Methodology I

PSY 950, 3 Units

This course provides an overview of univariate statistical methods or those pertaining to analysis of a single, continuous, dependent variable. The goal of this overview is to prepare students to be competent and critical consumers of quantitative

research for clinical practice. An applied overview of both descriptive and inferential statistics is provided. Topics covered include: (1) Descriptive statistics (Measurement scales, frequency distributions, measures of central tendency, measures of spread (variability), measures of linear relationships, and standard scores), and (2) Inferential statistics (hypothesis testing, correlation and regression, Z-tests, t-tests, one way analysis of variance [ANOVA], Chi-Square tests and estimation of population parameters from sample data). Survey and experiential approaches to research and clinical investigations are examined.

Research Design and Methodology II

PSY 951, 2 Units

This course introduces students to the distinctive theory of research in clinical practice. A depth psychological approach to research is emphasized, and students will explore designing and conducting qualitative research. The organic relationship between methodological approach, research questions, and research findings will be studied, and emphasis is given to ethics in academic research, as well as multicultural perspectives. During this course students begin to explore and organize their research for the dissertation.

Research Design and Methodology III

PSY 952, 3 Units

This course continues to prepare students to be competent and critical consumers of quantitative research for clinical practice by the examination and applicability of advanced quantitative methods including multivariate statistical analysis. This course assists students in becoming skilled in reading, understanding, and using quantitative research designs. Course also examines the broad principles and application of multivariate statistical models for the design of quantitative studies and the treatment of data as well as the statistical methods employed in clinical research studies. Topics include multivariate analysis of variance and covariance, factor analysis, power, multiple regression, and meta-analysis. *Prerequisites: PSY 950*

Dissertation Development

PSY 955, 2 Units

This course emphasizes the development of critical thinking skills related to evaluating research studies and the writing of a dissertation in counseling psychology. Coursework is designed to culminate in a Concept Paper draft which describes a well-defined research inquiry and represents the organizing principles of the dissertation. *Prerequisites: PSY 950, PSY 951, PSY 952; Pass/No Pass*

Advanced Research Methods in Counseling Psychology I

PSY 956, 3 Units

This course focuses on the review of current approaches to applied research in clinical psychology. Particular attention is given to research methodologies as well as the philosophical and epistemological foundations of clinical research. The course results in an advanced review of the literature on a selected topic related to the clinical research

question developed for the dissertation. *Prerequisite: PSY 955*

Advanced Research Methods in Counseling Psychology II

PSY 957, 2 Units

This course critically examines the variety of applied methods in clinical psychology, including both quantitative and qualitative methods as well as theoretical and interpretative approaches. The course results in an advanced application of selected research methods to the clinical research question of the dissertation. *Prerequisite: PSY 955, 956*

Dissertation Completion I-IV

PSY 958A/B/C/D, 2 Units Each

This course is intended to accompany student work with their dissertation committee in order to assure timely completion of the Dissertation. Students will work closely with their chair and committee to coordinate written drafts and committee feedback. Dissertation Completion is taken under the direction of the Chair of the dissertation committee and concurrently with third year academic courses. *Prerequisite: PSY 955; Pass/No Pass*

Dissertation Completion V-VI

PSY 959A/B, 3 Units Each

This course is intended to accompany student work with their dissertation committee in order to assure timely completion of the Dissertation. Students will work closely with their chair and committee to coordinate written drafts and committee feedback. Dissertation Completion is taken under the direction of the Chair of the dissertation committee. *Prerequisite: PSY 955; Pass/No Pass*

Comprehensive Portfolio

PSY 989, 0 Unit

The Comprehensive Exam Portfolio is designed to assess student competencies in the area of each of the three Program Domains: Depth Psychological Clinical Practice, Research and Scholarly Inquiry, and Community Service and Clinical Engagement. Students must pass all components of the Comprehensive Portfolio in order to advance to Internship. *Prerequisite: PSY 762; Pass/No Pass; No Incompletes*

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 106 quarter units to fulfill the unit requirement for the degree.
2. A minimum grade of "B" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must meet attendance requirements as articulated in the Student Handbook.
4. In order to proceed to the second and third years of coursework, students must pass the First- and Second-Year Assessment for Program Advancement, which encompass a comprehensive

review of coursework, annual evaluations, advancement toward clinical practicum training goals, writing skills and readiness to conduct research.

5. Students must successfully pass the Comprehensive Portfolio.
6. Students must submit and defend an original dissertation accepted by the faculty and published via ProQuest.
7. Students are required to complete a minimum 1,000 hours of practicum and 1,500 hours of internship.
8. Students are required to complete a total of 60 hours of personal therapy inclusive of a minimum of 5 hours each quarter during the 12 quarters of the program.
9. Students must comply with all the policies and procedures articulated in the Student, Dissertation, and Clinical Handbooks.

FIRST- AND SECOND-YEAR ASSESSMENTS

During the summer quarter of a student's first and second years, the faculty will assess each student's progress in process skills and readiness to begin a clinical practicum. This process allows the faculty to remain in touch with student progress and to provide timely feedback.

COMPREHENSIVE PORTFOLIO ASSESSMENT

The Comprehensive Exam Portfolio is designed to assess student competencies in the area of each of the Program Domains. Students must pass all components of the Comprehensive Exam Portfolio in order to advance in the Clinical Psychology Program to Dissertation Writing or Internship.

CLINICAL TRAINING

A minimum of 1,000 hours of practicum and 1,500 hours of internship are required. Students will be placed in practicum in coordination with the Director of Clinical Training. Students must obtain Internship through a competitive application process. It is highly recommended that these internships be completed in a multidisciplinary setting offering a variety of training experiences. Pre-doctoral internship in clinical psychology is a supervised summative training experience, which integrates academic learning and previous applied clinical training at the practicum level. Upon completion of the academic program, comprehensive portfolio, dissertation, and 1,000 hours of practicum training, students in good standing are required to complete 1,500 hours of pre-doctoral internship in clinical

psychology. Candidates for internship must demonstrate readiness to apply for internship to the Director of Clinical Training.

PREPARATION FOR CLINICAL PSYCHOLOGY LICENSURE

This curriculum may not meet all the requirements of each state for licensure in clinical psychology. Students seeking licensure in California will acquire doctoral training qualifying them to pursue licensure as a clinical psychologist in California; however because requirements do change, students are responsible for remaining aware of current licensure regulations. Other students may need to meet additional licensure requirements in their home states and are likewise responsible for knowing their applicable state licensure requirements.

Doctoral Programs in Clinical Psychology

Pacifica Graduate Institute's Clinical Psychology Programs seek to educate students through engaging their intellectual and relational clinical capacities in addition to inviting them toward a radically transformative relationship with themselves and the world. The programs offer training within both the human sciences and natural sciences paradigms, including broad and general foundational courses in psychology as well as courses that draw on areas such as humanities, philosophy, history, anthropology, physics (complexity theory), cultural studies, and the arts.

The programs emphasize training that integrates clinical practice and scholarship as well as include foundational courses provide training in areas of psychology required for licensure as a clinical psychologist, including social, affective, cognitive and biological bases of behavior, as well as assessment, ethics, and research. Depth psychological areas of emphases are viewed as central to all aspects of training, and courses are taught by faculty who bridge prevailing and depth psychological approaches in their scholarship and practice. Students also gain applied experience in advanced clinical and research training specific to depth psychological traditions. Integration of social justice and critical cultural awareness are stressed throughout both programs.

Depth psychology is found in multiple cultural contexts and perspectives, and often includes the systematic explorations of classic and contemporary psychoanalytic and Jungian/analytic theories with focus on the significance of the unconscious and relational phenomena in human experience. The programs' depth orientation is infused throughout the curriculum, emphasizing such depth psychological and related approaches as relational psychoanalysis, archetypal psychology, phenomenology, social constructivism, decolonial and feminist approaches, as well as other recent developments related to psychoanalytic and Jungian practices.

The following descriptions provide further information about the M.A. /Ph.D. and Psy.D. Clinical Psychology Programs, including their different models of education and specific course offerings.

M.A. /Ph.D. in Clinical Psychology

WITH EMPHASIS IN DEPTH PSYCHOLOGY

Inaugurated in 1987, Pacifica's Ph.D. Clinical Psychology Program is dedicated to educating scholar-practitioner-activists who integrate theory, research and socially informed clinical practice within human science and depth psychology traditions. The program stresses engagement with issues of social justice and care as essential to the role of clinical psychologist as a citizen. The curriculum is designed to facilitate licensure as a clinical psychologist, based on current educational requirements for psychologists in the State of California.

The M.A. /Ph.D. in Clinical Psychology Program focuses on theoretical, cultural, and clinical traditions of depth psychology. Found in multiple cultural contexts and perspectives, including the groundbreaking explorations of Freud and Jung, depth psychologies are distinguished by their recognition of a latent or unconscious dimension of psychological life. This unconscious element, or depth in human experience, is understood as essential to the transformative character of the therapeutic relationship as well as engagement in scholarly inquiry.

Thus, the program is inspired by psychoanalytic, Jungian, and existential phenomenological perspectives in their historical and contemporary formulations, including relational, archetypal, and hermeneutic psychologies. Significant attention is given to dialogue with related disciplines such as multiculturalism, postmodernism, feminist theory, gender studies, indigenous psychology, complexity theory, liberation and decolonial critical approaches, ecological studies, and humanistic-existential values.

Clinical instruction emphasizes the importance of the therapeutic relationship, the significance of attention to interiority and complexity of human inner experience, early development (i.e., attachment, socio-historical context), developmental stages across the lifespan, processes of personal and community based transformation, mind-body integration, therapeutic presence, and the cultural context of healing. A critical dialogue is maintained with contemporary developments in the field, such

as neurosciences and neuropsychoanalysis with critical historical examinations of factors that influence the practice and science of psychology.

The commitment to a human science model of psychology—a viable alternative to conventional psychology's natural science approach—emphasizes human meaning as the fundamental component of psychological life. This focus on meaning, carried out by way of the program's qualitative research orientation, yields an in-depth understanding of how things matter for people within their life situations. Acknowledging the cultural and historical character of meaning, human science psychology is deliberately affiliated with the humanities. Accordingly, our curriculum is infused with the study of mythology, history, religion, philosophy, literature, and the arts.

By emphasizing the importance of scholarship in the education of psychologists, the program continues depth psychology's longstanding approach to clinical training. The clinical orientation that infuses our curriculum facilitates the engagement of theory and research in addressing individual, community, and global concerns.

Our goal is to prepare students to become constructively engaged in diverse clinical, academic, and community settings as researchers, clinicians, and citizen-activists who are grounded in deeply humane, theoretically sophisticated, and socially conscious approaches to clinical psychology. The engaging beauty of the campus, an intense residency format, and class cohort configuration lend themselves to an experience of scholarly and personal development keenly attuned to Pacifica's mission of "caring for soul in and of the world."

CURRICULUM OVERVIEW

Clinical Psychology M.A. /Ph.D. classes take place in four-day sessions (Thursday evening through Sunday afternoon) once each month during fall, winter, and spring. There is also a week-long summer session each year. Between learning sessions, advising, mentoring, study and instruction continue through individual and group mentorship from faculty, web-enhanced learning, and cohort support groups.

FIRST YEAR

PRACTICUM SEMINARS

Professional and Ethical Development Seminar I, II, III – CL 755, CL 756, CL 757, 1 Unit Each

ANNUAL ASSESSMENT

1st Year Annual Assessment for Program Advancement – CL 758, 0 Unit

DEPTH PSYCHOLOGY CLINICAL AND FOUNDATIONAL PRACTICE COURSES

Psychoanalytic-Based Psychotherapy I: Developmental Perspectives – CP 711, 2 Units

Theories of Group Psychotherapy – CP 719, 2 Units

Jungian-Based Psychotherapy I: Personality Structure and Function – CP 810, 2 Units

History and Systems of Psychology – CP 700, 2 Units

Psychological Assessment I, II – CP 930, CP 931, 2 Units Each

Legal, Ethical, and Professional Practice – CP 832, 2 Units

Advanced Psychopathology I – CP 730, 2 Units

Biological Foundations of Human Behavior – CP 735, 2 Units

HUMAN SCIENCE RESEARCH AND SCHOLARLY INQUIRY COURSES

Research Designs and Methodology I: Qualitative, Quantitative, and Mixed Methods – CP 932, 2 Units

Quantitative Design and Statistical Analysis – CP 926, 3 Units

SOCIAL JUSTICE AND SOCIAL ACTIVISM COURSES

History of Depth Psychology and the Human Science Traditions – CL 819, 2 Units

Phenomenological Psychology: Theory and Practice – CL 917, 2 Units

Emergent Clinical and Social Theories in Depth Psychology – CP 799, 2 Units

SECOND YEAR

PRACTICUM SEMINARS

Supervision Practicum Seminar I, II, III: Assessment and Diagnosis – CL 759, CL 760, CL 761, 1 Unit Each

DEPTH PSYCHOLOGY CLINICAL AND FOUNDATIONAL PRACTICE COURSES

Psychoanalytic-Based Psychotherapy II: Personality and Psychopathology – CP 712, 2 Units
Jungian-Based Psychotherapy II: Affect, Mind, and Psyche – CP 811, 2 Units
Principles of Psychopharmacology – CP 873, 2 Units
Developmental Psychology through the Lifespan – CP 830, 3 Units
Alcohol, Chemical Dependency, and Addictive Behaviors – CL 900, 2 Units
Affective Foundations of Human Behavior – CL 838, 2 Units

HUMAN SCIENCE RESEARCH AND SCHOLARLY INQUIRY COURSES

Advanced Clinical Research Approaches and Dissertation Development I – CP 961, 1 Unit
Depth Psychological Designs and Methods I – CL 928, 2 Units
Research Designs and Methodology II: Qualitative Methods of Analysis – CP 933, 2 Units
Research Designs III: Test and Measurement – CP 934, 2 Units

SOCIAL JUSTICE AND SOCIAL ACTIVISM COURSES

Indigenous Approaches to Psychology – CP 803, 1 Unit
Archetypal Psychology I: Social Basis of Human Experience – CP 840, 2 Units
Social Foundations of Human Behavior – CL 800, 2 Units
Emergent Clinical and Social Theories in Depth Psychology – CP 799, 2 Units

ANNUAL ASSESSMENT

2nd Year Annual Assessment for Program Advancement – CL 762, 0 Unit

Qualifying Exam for M.A. in Clinical Psychology

M.A. Qualifying Exam – CL 890, 0 Unit

THIRD YEAR

PRACTICUM SEMINARS

Psychotherapy Practicum Seminar I, II, III: Effective Psychological Interventions – CL 763, CL 764, CL 765, 1 Unit Each

ANNUAL ASSESSMENT

3rd Year Annual Assessment for Program Advancement – CL 766, 0 Unit

DEPTH PSYCHOLOGICAL CLINICAL AND FOUNDATIONAL PRACTICE COURSES

Post-Jungian Psychotherapy: Biological, Ecological, and Cultural Systems – CP 745, 2 Units
Archetypal Psychology II: Personality, Psychopathology, and Culture – CP 814, 2 Units
Cognitive Foundations of Human Behavior – CL 837, 2 Units
Advanced Psychopathology II – CP 731, 2 Units
Evidence-Based Psychotherapies – CL 912, 2 Units
Violence and Trauma: Developmental and Social Theories – CP 834, 2 Units

RESEARCH AND SCHOLARLY INQUIRY COURSES

Advanced Clinical Research Approaches and Dissertation Development II – CP 962, 2 Units
Depth Psychological Designs and Methods II – CL 929, 2 Units
Advanced Clinical Research Approaches and Dissertation Development III – CP 963, 2 Units
Research Designs and Methodology IV: Advanced Qualitative Methods – CL 940, 2 Units

SOCIAL JUSTICE AND SOCIAL ACTIVISM COURSES

Gender and Human Sexuality – CP 901, 1 Unit
Psychotherapy with Diverse Populations – CP 845, 2 Units
Emergent Clinical and Social Theories in Depth Psychology – CP 799, 2 Units

Capstone Projects and Program Requirements

Comprehensive Exam Portfolio – CP 989, 0 Unit (Degree Requirement)
Dissertation Writing – CP 990, 15 Units (Degree Requirement)
Pre-doctoral Internship – CP 980 (Degree Requirement)
Personal Psychotherapy – CP 950, 0 Unit (Degree Requirement)

Selected Courses have web-enhanced learning components. The curriculum is not intended to meet all the requirements of each state for licensure in clinical psychology. The curriculum may vary depending upon changing academic needs. The required fourth and fifth years of study focus on internship training and dissertation writing.

PRACTICUM AND SUPERVISION SEMINARS

The Seminars prepare students for applied clinical work in practicum and internship sites. The seminars serve as a context for students to be mentored into the profession by the Clinical Psychology Faculty, through a seminar format wherein students learn from the clinical expertise of the faculty. Seminars are also designed to offer students a forum in which to integrate clinical experiences gained in practicum with their academic coursework.

Professional and Ethical Development Seminar I
CL 755, 1 Unit

In this initial seminar of the first year series, students will be asked to develop educational and career goals as well as strategies toward becoming licensed as psychologists. Professional values, attitudes and behaviors are emphasized. Students will begin the process of developing a professional identity as a clinical psychologist, the needed interpersonal and emotional capacities vital to the discipline, and the importance of organizational knowledge about mental health systems and licensure. Topics covered in this seminar include an overview of Pacifica's clinical psychology training program, the professional identity of a clinical psychologist, and the career path to licensure. Ethical, legal, and professional behavior and attitudes within the context of working with diverse clients and communities are emphasized.

Professional and Ethical Development Seminar II
CL 756, 1 Unit

Students will continue the process of developing a professional identity as a clinical psychologist, the needed interpersonal and emotional capacities vital to the discipline, and the importance of organizational knowledge about mental health systems and licensure. Planned topics include basic psychotherapeutic processes and interview skills, including multicultural competencies. A practicum application workshop will also be included in this seminar. Professional values, attitudes and behaviors within the context of working with diverse clients and communities are emphasized.

Professional and Ethical Development Seminar III
CL 757, 1 Unit

The final seminar in the first-year series is intended to introduce the student to professional practice as a clinical psychologist, and to prepare the student to begin applied clinical work in a field practicum setting in the 2nd year. The seminar will include topics of the public mental health care system, levels of care, ethical and legal issues, career planning, and self-care. Professional values, attitudes and behaviors are emphasized. Ethical and legal standards in the field are specifically addressed.

1st Year Annual Assessment for Program Advancement

CL 758, 0 Unit

In this module each student will have a face-to-face evaluation by Clinical Psychology Faculty to assess academic, clinical, and research as well as professional values, attitudes and behaviors in order to advance to the second year of the clinical program and to a Supervision Practicum. *Pass/No Pass; No Incompletes*

Supervision Practicum Seminar I: Assessment and Diagnosis

CL 759, 1 Unit

This seminar is designed to assist students in the integration of their clinical training and issues at their practicum sites with coursework at Pacifica. Professional values, attitudes, and behaviors continue to be highlighted. Students discuss issues of case formulation, assessment, and treatment planning. Ethical and cultural aspects of clinical practice and supervision are emphasized. *Prerequisite: CL 758; No Incompletes*

Supervision Practicum Seminar II: Assessment and Diagnosis

CL 760, 1 Unit

This seminar continues assisting students in the ongoing integration of clinical training and issues at their practicum sites with coursework at Pacifica. The students discuss issues related to affective regulation, therapeutic communication, symptomology, and function of defenses. Communication and interpersonal skills are specifically highlighted and examined. Ethical and cultural aspects of clinical practice and supervision are emphasized. *Prerequisite*: *CL 758; No Incompletes*

Supervision Practicum Seminar III: Assessment and Diagnosis

CL 761, 1 Unit

This seminar completes the second-year diagnostic practicum sequence. It offers students a forum by which to further integrate clinical training and issues at their practicum site with academic coursework at Pacifica. Issues of transference and countertransference, boundaries, and projective functions are discussed. Students specifically focus on examining and applying varied methods of applying scholarship on relational dynamics in assessment and diagnosis relevant for case formulation and treatment planning. Communication and interpersonal skills are specifically highlighted and examined. Ethical and cultural aspects of clinical practice and supervision are emphasized. *Prerequisite*: *CL 758; No Incompletes*

2nd Year Annual Assessment for Program Advancement

CL 762, 0 Unit

In this assessment, each student will be evaluated with focus on case formulation, conceptualization, academic and interpersonal functioning to assure readiness to perform in the advanced practicum. Professional values, attitudes and behaviors as well as communication and interpersonal skills are

reviewed. *Prerequisite: CL 758; Pass/No Pass; No Incompletes*

Psychotherapy Practicum Seminar I: Effective Psychological Interventions

CL 763, 1 Unit

This seminar offers students a forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. This seminar will include topics on empathy and attunement to affect, relational function, managing boundaries in psychotherapy, and evidence-based practices. Professional values, attitudes and behaviors as well as relational skills continue to be highlighted. *Prerequisite: CL 762*

Psychotherapy Practicum Seminar II: Effective Psychological Interventions

CL 764, 1 Unit

This seminar offers students an additional forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Scheduled topics include contemporary scholarship in regard to effectiveness and application of imaginal techniques in therapy, use of dreams, the therapeutic frame, transference/ countertransference, and continued discussion of appropriate therapeutic boundaries. Professional values, attitudes and behaviors as well as relational skills continue to be highlighted. *Prerequisite: CL 762*

Psychotherapy Practicum Seminar III: Effective Psychological Interventions

CL 765, 1 Unit

This seminar is the final seminar in psychotherapy; it provides students a last forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Scheduled topics include contemporary scholarship on importance of active listening, making interpretations, additional consideration of boundaries in psychotherapy, and issues related to the development of practice. Professional values, attitudes and behaviors as well as relational skills continue to be highlighted. *Prerequisite: CL 762*

3rd Year Annual Assessment for Program Advancement

CL 766, 0 Unit

In this module, each student will have a written evaluation by Clinical Psychology Faculty to assess academic, clinical, and research progress in order to advance to the fourth year of the clinical psychology program. *Pass/No Pass; No Incompletes*

M.A. Qualifying Exam

CL 890, 0 Unit

During the spring quarter of the second year of coursework, students who have completed the previous six quarters of the first and second year of coursework take this exam in order to qualify for a Masters of Arts (M.A.) in Clinical Psychology with Emphasis in Depth Psychology and to continue to the doctoral phase of the program. The exam, which covers the content of the initial two years of

coursework, takes place during Supervision Practicum Seminar III and runs concurrent with the Second Year Assessment for Program Advancement. Students must obtain an 80% or more on the exam and pass the faculty in-person evaluation to obtain M.A. designation and continue toward completion of their doctoral training. A student whose score is between 70% and 80% is permitted to retake the exam a single time to raise their score. If a student does not raise their score to an 80% or above, their degree is terminated at this stage. This exam is only one part of the requirements for the M.A. degree. Refer to the Course Catalog for further details regarding M.A. degree requirements. *Prerequisite: CL 758; Pass/No Pass; No Incompletes*

DEPTH PSYCHOLOGY AND CLINICAL PRACTICE COURSES

These classes stimulate dialogue among the traditions of clinical psychology, depth psychology, and cultural studies. The student is encouraged to understand that a wide variety of cultural sources inform the craft of psychotherapy. Literature, myth, history, and art infuse the science of clinical psychology with an essential sense of our connection to the recurring archetypal motifs of the psyche. The Clinical Practice courses provide a broad foundation for the development of a generalist practitioner, with diverse training in multiple psychotherapeutic orientations, assessment, supervision, consultation, and evidence-based approaches within a framework of socio-historical context.

Jungian-Based Psychotherapy I: Personality Structure and Function

CP 810, 2 Units

Classical and contemporary scholarship on Jungian concepts related to personality structure and function such as ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and individuation are studied. Clinical application of Jungian thought is demonstrated through theoretical discussions, case examples, and the reading of primary sources. Particular attention is brought to understanding how various forms of psychopathology can be imagined as manifestations of ego-Self axis dynamics. Critiques from postmodern and multicultural perspectives are covered.

Psychoanalytic-Based Psychotherapy I: Developmental Perspectives

CP 711, 2 Units

This course focuses on the fundamental assumptions underlying psychoanalytic treatment beginning with the seminal contribution of Sigmund Freud. Psychoanalytic scholarship related to issues of human development is reviewed. The establishment of the therapeutic frame and the building of a therapeutic alliance are examined in light of developmental trajectories. Students explore the complexities of the transference-countertransference field and develop an understanding and rationale of specific types of psychoanalytic interventions within developmental psychoanalytic framework.

Psychoanalytic-Based Psychotherapy II: Personality and Psychopathology

CP 712, 2 Units

This course continues examining psychoanalytic theory and practice, including a scholarly focus on individual personality and psychopathology considerations. In particular, the course emphasizes the contributions of classic and contemporary Object Relations and interpersonal psychoanalytic scholars who helped delineate the dynamics and treatment of severe forms of psychopathology related to such personality conditions as borderline, narcissistic, and psychotic. In addition to advanced conceptualization and diagnosis skills, students will examine psychoanalytic theories that address working with complex affective and cognitive states. *Prerequisite*: *CP 711*

Theories of Group Psychotherapy

CP 719, 2 Units

Theories of group psychotherapy, specifically depth psychological group traditions, will be covered. Students will be exposed to varied aspects of initiating and facilitating therapeutic work in group settings with special attention to complex unconscious relational dynamics inherent in such interactions. In addition, group work with focus on specific concerns (e.g., substance abuse, eating and body issues) as well as specific therapeutic modalities (e.g., social dreaming) will also be discussed.

Jungian-Based Psychotherapy II: Affect, Mind, and Psyche

CP 811, 2 Units

This course will expand consideration of classical Jungian scholarship related to theories of cognition (mind) such as the individuated ego, personal and collective shadow, the contra-sexual archetypes anima/animus, manifestations of the Self, dreams and numinous experiences, and their application to clinical practice. In addition, personality typology will be examined, archetypal patterns explored, and the use of myths in depth psychotherapy elaborated. Affective (emotions) and cognitive (mindful processing) applications of Jungian approaches to psychotherapy are presented. Students will also continue to engage in self-reflection to further their individuation process as central to their work as clinical depth psychologists. *Prerequisite: CP 810*

Post-Jungian Psychotherapy: Biological, Ecological, and Cultural Systems

CP 745, 2 Units

This course examines the scholarly works of post-Jungian theorists and psychotherapists who contributed to the development of Jungian/Post-Jungian psychotherapy and scholarship. The course discusses recent developments in the evolution of Jungian thought and practice, which includes multicultural, alchemical, somatic, and ecological considerations. Interactions between biological sciences, specifically contemporary neuropsychological developments, complexity theory, and biological systems theories are emphasized. The importance of myths, fairytales,

the mystery traditions and various cultural mythologies are discussed in relation to their applicability to culturally relevant clinical practice. Students are asked to engage in self-reflection to further their individuation process as central to their work as clinical and depth psychologists. *Prerequisites: CP 810, CP 811*

Archetypal Psychology II: Personality, Psychopathology, and Culture
CP 814, 2 Units

Archetypal psychology is attentive to the imaginal process of psychotherapy and to the experience of being a psychotherapist. Within this approach, issues such as transference, countertransference, the unconscious, symptoms, and dreams are examined. Special attention is paid to the development of those imaginal capabilities which foster sensitivity to the symbolic depths and metaphorical richness of the patient's and therapist's ways of using language. Developmental, cognitive, biological, and affective aspects of archetypal psychology's approach to psychotherapy are emphasized. Diversity and sociocultural considerations are discussed in these contexts.

Affective Foundations of Human Behavior
CL 838, 2 Units

This course aims to provide an overview and clinical implications of understanding the development of affective regulation related to psychological functioning. In addition to discussing theories of emotions and emotional regulation, the course focuses on how capacity for affective self-regulation and communication is influential in intrapersonal and relational functioning of individuals and communities. Discussion of emotion involves the biological and social bases of emotion, its cognitive correlates, and the impact on emotional states. Specifically, the course emphasizes classic and contemporary depth psychological scholarship on affect.

Cognitive Foundations of Human Behavior
CL 837, 2 Units

This course examines the interdependence of cognition and emotion in psychological experience and behavior. Discussion of this relationship includes the interactive influence of perception, attention, learning, memory, contextual appraisals and biases, emotional regulation, creative thinking, conscious and unconscious processing and problem solving. Related topics include sensation, perception, memory, cognition, emotion, motivation, and psychophysiological processes. Neuropsychoanalytic and complexity theories of cognitive experience are emphasized.

History and Systems of Psychology
CP 700, 2 Units

This course focuses on examination of the evolution of consciousness and mind-body approaches to understanding human experience as foundational to development of Western psychology. Critical and constructivist viewpoints on the development of Western psychotherapeutic modalities will be presented. Non-Western approaches to psychological phenomena will be highlighted.

Specific attention will be given to historical and contemporary foundations of depth psychologies, including psychoanalysis, Jungian/analytic psychology, post-colonial and liberation approaches, phenomenology, and existentialism. Primary source reading is emphasized.

Psychological Assessment I

CP 930, 2 Units

The course focuses on the foundations of assessment practices in clinical practice, including integrative and multiculturally focused assessment strategies. Specifically, the course emphasizes cognitive and intellectual administration, scoring, and interpretation of the Wechsler intelligence scales including a depth psychology analysis of linguistic and imaginal activity, Wechsler Memory Scales-IV with analysis of working memory as a brain metaphor for Practical Hermeneutics, and the Bender Visual Motor Gestalt Test for it neuropsychological value as well as the opportunity to examine the lived imagination and phenomenological perspectives. Special emphasis will be placed on integrating the results with clinical judgment, report writing, evidence-based and imagination informed treatment planning, depth psychological perspectives, and communication of assessment results.

Psychological Assessment II

CP 931, 2 Units

Students will learn the principles of personality assessment and become familiar with, and learn how to administer, score, and interpret the MMPI-2, MCMI-III, CPI, PAI, MBTI, and BDI-II. Students will also be provided with an overview of neuropsychological assessment including interviewing, familiarity with common tests, and strategies of interpreting and integrating neuropsychological assessment data. A focus is given to integrating results into case-focused and issue oriented reports for clinical, vocational, medical, and forensic settings within a therapeutic assessment framework. Multicultural critique of assessment practices as well as their dialogue with depth psychological practices are emphasized.

Legal, Ethical, and Professional Practice

CP 832, 2 Units

The ethical and legal considerations involved in the practice of clinical and scientific psychology are reviewed, with an emphasis on the American Psychological Association's ethical guidelines as well as contemporary feminist and social justice critiques of Western ethics. Ethical Theory will be examined with emphasis on Ethical Subjectivity, The Ethics of Desire, and Ethical Foundations of Imaginal Psychology. The course features discussion of key issues involved in academic work, research, and professional practice with a view towards the development of ethical and professional judgment. Topics include forensic psychology, cultural competence, malpractice, and legal responsibilities, ethics as first philosophy, ethics and desire, and postmodern ethical practice. Child abuse treatment and reporting are discussed. This course meets the criteria set forth by the California Board of

Psychology for training in Legal, Ethical, and Professional Practice required for licensure.

Advanced Psychopathology I

CP 730, 2 Units

In the context of the historical and cross-cultural perspectives of psychopathology, students focus on scholarship related to the diagnosis, etiology, treatment, and prognosis of disturbed behavior. Developmental, relational, biological, and political influences on human differences in functioning are emphasized.

Biological Foundations of Human Behavior

CP 735, 2 Units

Students examine the theoretical concepts and constructs that explain the phylogenic origins underlying human experience, behavior and the processes of change. This course reviews anatomical and neurological functioning, examining the importance on behavior of micro biological systems (neuron, synapse, neurotransmitter systems) and macro-level biological systems (central and autonomic nervous systems). Current trends in psychological research regarding the neurobiological foundation of consciousness, dreaming, sensory-motor systems, cognitions, motivation, memory mindfulness, and attention will be evaluated. The sense of a biological self in relation to attachment, trauma, empathy, neuroplasticity, and the expression of archetypes throughout the life cycle will be examined.

Alcohol, Chemical Dependency, and Addictive Behaviors

CL 900, 2 Units

This course covers the theory and treatment of addictive behaviors. Areas covered in this course include current theories of etiology, physiological and medical aspects of substance abuse and dependence, psychopharmacological and interaction of varied classes of drugs, dual-diagnosis, cultural and ethnic considerations, iatrogenic dependency, treatment approaches, differences in populations related to substance abuse, prenatal effects of abuse, implications for elderly clients, referral process, family issues, prevention and education, and ethical and legal issues. The course meets the criteria set forth by the California Board of Psychology for training in Alcoholism/Chemical Dependency Detection and Treatment required to sit for licensure.

Principles of Psychopharmacology

CP 873, 2 Units

This course covers the general principles of psychopharmacology, as well as an overview of the pertinent neurochemistry. The indications and side effects of common psychoactive medications will be evaluated. Contemporary scholarship on plant based medicines and use of mood-altering substances in psychological treatment is introduced. The impact of medications on psychotherapy process and working with prescribing medical providers will be examined. *Prerequisite: CP 735*

Advanced Psychopathology II

CP 731, 2 Units

This course will focus on the depth psychologically informed diagnosis and conceptualization, including assessment of psychodynamics and treatment of psychopathology. Theories and applications of depth psychological personality theories with focus on disintegrated and disordered personality organizations will be emphasized. Severe forms of psychopathology such as borderline, narcissistic, hysterical, obsessive, and paranoid organizations of self and consciousness will be focused. Issues of negation, destructiveness, masochism, and narcissism will be studied in depth. Affective states such as envy, rage, shame, humiliation, and their relationship to early traumas and primitive mental states will be explored. Impairment in symbol formation, blank depression and difficulties in mourning will be studied in relation to psychopathology and its treatment. *Prerequisite: CP 730*

Evidence-Based Psychotherapies

CL 912, 2 Units

This course is an overview of clinical treatments in relation to their efficacy in treatment of psychological disorders. Methods of evaluations of the efficacy of interventions and their limits are discussed. The findings in outcome research regarding therapeutic interventions are evaluated and critiqued. Interventions or combinations of interventions for the major disorders are examined, as well as the integration of individual, group, and psychopharmacological therapies are discussed. Specific depth psychological evidence based approaches (e.g., brief dynamic psychotherapy, Mentalization, Transference-Based Psychotherapy) are emphasized.

Violence and Trauma: Developmental and Social Theories

CP 834, 2 Units

The course will review the occurrence of violence in intimate relationships and families with special focus on partner and child abuse, detection, intervention and prevention. The intrapersonal and interpersonal dynamics related to trauma and recovery will be discussed. The coursework also provides coverage of child and partner abuse assessment and reporting. The impact of early trauma, including splitting, dissociation, and interjection as well as depth psychological treatment approaches will be emphasized.

Developmental Psychology Through the Lifespan

CP 830, 3 Units

Students study developmental theories, constructs, research, and methods as they contribute to understanding normative culturally-contextual human development. Emphasis is on biological, psychological, and social development from conception through old age. The course addresses how issues of attachment and personality development shape psychological experience through the lifespan, and how depth psychological perspectives contribute to understanding these intrapsychic, intersubjective, and collective

experiences and how they happen within a cultural context. Special focus is given to childhood experiences of violence and trauma, including reporting and treatment issues, and aging and long-term care as part of developmental human trajectory. Clinical implications, cultural considerations, and contemporary trends are examined.

Personal Psychotherapy
CP 950, 0 Unit (Degree Requirement)
During the program, students must take part in a total of 60 hours of personal psychotherapy (preferably with a depth psychological orientation) with a licensed psychotherapist or a certified analyst of their choice. *Pass/No Pass*

HUMAN SCIENCES RESEARCH AND SCHOLARLY INQUIRY COURSES
The program of study in research provides grounding in both quantitative and qualitative research traditions, while specializing in innovative human science methodologies addressing the multiple dimensions of psychological life. Research courses emphasize the complementary interdependence of clinical intervention and empirical inquiry, and provide the skills necessary to complete the doctoral dissertation as well as contribute to the academic field of clinical and depth psychology as a lifelong researcher.

Research Designs III: Test and Measurement
CP 934, 2 Units
The course covers classical and current psychometric theory and procedures involved in constructing and evaluating measurement instruments in clinical psychology including the key concepts of scale development. Cronbach's alpha, exploratory and confirmatory factor analysis, types of reliability and validity, multi-trait and multi-method validation, item response theory, psychometric scaling and structural equation modeling are examined*. Prerequisites: CP 932*

Research Designs and Methodology I: Overview of Qualitative, Quantitative, and Mixed Methods
CP 932, 2 Units
The intent of this course is to foster an introductory knowledge of design and methodology in psychological research, including an understanding of the history, characteristics, and applications of qualitative, quantitative and mixed methods designs. The theoretical frameworks, techniques, and critiques of a variety of research perspectives are surveyed, with a focus on the human science traditions. Additional issues discussed include positionality, reflexivity, ethics, diversity, postmodernism and critical theory, and the relationship between research and clinical practice. Research as a praxis for social engagement and social activism is emphasized.

Research Designs and Methodology II: Qualitative Methods of Analysis

CP 933, 2 Units

The course examines major empirical human science traditions, including phenomenology, narrative approaches, heuristic approaches, ethnography, grounded theory, action research and case study. Depth psychological approaches to qualitative approaches are discussed. Theory and praxis of these approaches are covered, and students gain applied experience with a particular qualitative approach (e.g., phenomenology). Emphasis is given to ethics and diversity, as well as the parallels between research and clinical practice. *Prerequisite: CP 932*

Quantitative Design and Statistical Analysis

CP 926, 3 Units

This course provides an overview of univariate and multivariate statistical methods or those pertaining to analysis of a single, continuous, dependent variable. The goal of this overview is to prepare students to be competent and critical consumers of quantitative research for clinical practice. An applied overview of both descriptive and inferential statistics is provided. Topics covered include descriptive statistics, measures of linear relations; inferential statistics, multivariate analysis of variance and covariance, factor analysis, binary logistic regression, multiple regression, discriminant analysis, power, and meta-analysis. *Prerequisite*: *CP 932*

Depth Psychological Designs and Methods I

CL 928, 2 Units

The foundation for a complex psychological epistemology as an approach to research design that keeps soul in mind is introduced. Students dialogue with traditions of empirical psychology, depth psychology with particular emphasis on Jung‘s psychology, and phenomenology. The course articulates an ethical and therapeutic approach to research which takes into account dynamic unconscious factors in research. A key aim of the course is the development of critical scholarly attitudes that integrate attention to personal history and diverse cultures in research design and methods, as well as the connection of scholarship with the collective and ecological dimensions of experience.

Depth Psychological Designs and Methods II

CL 929, 2 Units

The vocational and transference dimensions of the research process are explored, and students practice psychological dialogues as a means to make more conscious their own unconscious transference to their material. In addition this course revisions the role of method as a metaphoric perspective and examines the ways in which various research methods, such as imaginal and archetypal approaches, relate to research topics and scholarly inquiry. *Prerequisite: CL 928*

Research Designs and Methodology IV: Advanced Qualitative Methods

CL 940, 2 Units

The course focuses on one or two of the major human science research methodologies, such as: phenomenology, hermeneutics, heuristic approaches, ethnography, grounded theory, biography, and case study. For example, theory and praxis of hermeneutics, with an emphasis on social constructionism/philosophical hermeneutics and metabletics (investigation of historical changes) are covered in depth. Students gain extensive, hands-on experience with these particular qualitative approaches. Emphasis is given to ethics and diversity, as well as the parallels between research and clinical practice, as well as social psychological praxis. *Prerequisites: CP 932, CP 933, CP 934*

Advanced Clinical Research Approaches and Dissertation Development I CP 961, 1 unit

This course focuses on the overview of clinical research practices in psychology, with specific emphases on the development of critical thinking skills, related to evaluating research studies and the writing of a doctoral dissertation in clinical psychology. Integration of human science and depth psychological research skills are examined and emphasized. No Incompletes

Advanced Clinical Research Approaches and Dissertation Development II

CP 962, 2 Units

This course continues addressing the knowledge, skills, and personal process involved with the development of clinical psychology research grounded in human sciences and depth psychological traditions. Scholarly and diversity issues relevant to advanced clinical research discussed. Students develop a draft of their concept paper related to the application of advanced research design to their doctoral dissertation. *Prerequisite: CP 961; No Incompletes*

Advanced Clinical Research Approaches and Dissertation Development III

CP 963, 2 Units

The last course in the sequence focuses on honing the advanced clinical research skills. Advanced discussions of human and natural scientific research designs are included. Advanced depth psychological research practices are emphasized with focus on ethics, professional development, and diversity. Students are required to apply their knowledge of advanced clinical research design through completion of a Concept Paper related to their dissertation. *Prerequisites: CP 961, CP 962; No Incompletes*

Dissertation Writing

CP 990, 15 Units

During this course, students assemble their dissertation committees, write their dissertation proposals, and complete the dissertation process. Students are required to complete all 15 units. This course may be taken concurrently with other courses. Additional fees are assessed for this course. *Pass/No Pass; No Incompletes*

Comprehensive Exam Portfolio

CP 989, 0 Unit

Upon completion of nine quarters of Ph.D. coursework, a student in good academic standing is eligible to take the Comprehensive Exam Portfolio. The Comprehensive Exam Portfolio is designed to assess student competencies in the area of each of the Program Domains with emphasis on depth psychological scholarship and clinical applications: Depth Psychological Clinical Practice and Depth Psychological Research and Scholarly Inquiry. Students must pass all components of the Comprehensive Exam Portfolio in order to advance in the Clinical Psychology Program to Dissertation Writing (CP 990) or Internship. Students must retake any failed portion of the Portfolio by the end of the fall quarter of the year in which the exam was administered. A student is eligible to take an academic tutorial in preparation for re-examination. If a student does not pass any aspect of the Comprehensive Exam Portfolio within two attempts he or she will be academically disqualified. *Pass/No Pass; No Incompletes*

SOCIAL JUSTICE AND SOCIAL ACTIVISM COURSES

Students are invited to develop theoretical and applied understanding of issues of social justice and social activism related to their practice as clinical psychologists. Although most courses include this emphasis as part of their disciplinary focus, a specific set of classes are designed to introduce students to critical engaged paradigms in depth psychology that stress their role as citizen-activists within and outside their profession. Attention to issues of oppression, marginalization, deconstruction, meaning, interpretation, decolonization, and liberation is especially highlighted throughout the following courses.

History of Depth Psychology and the Human Science Traditions

CL 819, 2 Units

This course is a scholarly historical introduction to the theories and traditions of depth psychology with an emphasis on the role that depth psychology attributes to the unconscious. Exploration of the sociocultural contexts of depth psychology in relation to myth, religion, philosophy, art and literature is explored. Particular attention is given to the historical origins of depth psychology in the works of Sigmund Freud and C.G. Jung, the traditions that followed, as well as contemporary developments in depth psychology.

Phenomenological Psychology: Theory and Practice

CL 917, 2 Units

This course provides a detailed theoretical and historical introduction to the clinical practice and research orientation of phenomenological psychology. Topics to be investigated include: the nature of psychological life; the structure of thought, emotion, and embodiment; the character of psychopathology; and the dynamics of psychotherapy. Phenomenological understandings of freedom, engagement, and meaning will be explored in light of their relationship to existential

philosophy, and in critical dialogue with both natural science psychology and depth psychology.

Social Foundations of Human Behavior
CL 800, 2 Units

This course explores human science approaches in social psychology--hermeneutic, existential-phenomenological, depth psychological, social constructionist, deconstructionist, and emergent systems as alternatives to the conventional natural scientific orientation in the field. Social psychology is first situated in relation to a critical appraisal of the underlying philosophical assumptions, models of science, and disciplinary goals of both human science and natural science approaches. Additionally, psychological understandings of social influence are utilized in the analysis of contemporary relationship between self, others, and the world. This includes the principles and theory of group formation and development, and impact of culture on group behavior. Current research findings in human science social psychology are emphasized.

Gender and Human Sexuality
CP 901, 1 Unit

This course will focus on cultural, historical, theoretical and clinical constructions of gender and sexuality. Biological and psychological as well as socio-cultural variables associated with gender, sexual identity, sexual desire, sexual behavior and disorders are discussed. Feminist, critical, cross-cultural and depth psychological lens will be applied within the material. The course meets the criteria set forth by the California Board of Psychology for training in Human Sexuality required for licensure.

Psychotherapy with Diverse Populations
CP 845, 2 Units

This course integrates multicultural, cross-cultural, historical, and critical psychotherapeutic traditions with emphasis on depth psychological multicultural theories and practices. Historical and current systems of oppression as well as therapist unconscious biases and projections in traditional clinical theory and practice are discussed. Distinct traditions of clinical care with individuals of different cultural backgrounds are introduced. Depth psychological concepts, such as the notion of an ethnic or minority unconscious, collective trauma, cultural complex, and projections are also explored.

Clinical and Social Theories in Depth Psychology
CP 799, 2 Units

This course utilizes a rotating schedule to introduce students to a wide range of topics relevant for psychological theory, practice and research with emphasis on theories critical to socio-political engagement and activism within and outside of clinical psychology. An interdisciplinary approach is applied to transformative practices, and community, diversity, and cultural issues. The goal of each course is to engage the students in a dialogue between their current clinical and research practices and depth psychological traditions that address vital global, community, and individual questions related to social justice and critical clinical care.

Archetypal Psychology I: Social Basis of Human Experience

CP 840, 2 Units

This course formulates a differentiated understanding of archetypal psychology as exemplified in the works of James Hillman. “Archetypal psychology,” according to Hillman, “can be seen as a cultural movement part of whose task is the re-visioning of psychopathology, and psychotherapy in terms of Western cultural imagination.” The theory and practice of archetypal psychology will be critically engaged by way of an in depth examination of seminal texts and key themes including soul, imagination, psychologizing, the anima mundi, polytheism, pathologizing, and character. Hillman’s contributions to critical and multicultural social psychology will be highlighted, including his concepts in regard to group behavior, social identity formation, and the complex interactions between the individual and the society.

Indigenous Approaches to Psychology

CP 803, 1 Unit

The course will introduce students to indigenous approaches to psychology, which emphasize integration of culturally grounded healing practices as well as traditions that address the psychological, physical and spiritual challenges faced by diverse individuals, families, and communities. Integrative views on mind-body-spirit will be discussed. The course will review this history and current practices employed by indigenous healers both outside and inside the U.S. Plant based psychopharmacological interventions are discussed in context of indigenous healing practices. The efficacy of alternative healing traditions will be explored in the context of marginalization of diverse forms of knowledge as well as current psychological practices that embrace liberatory and decolonial indigenous traditions.

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 105 quarter units to fulfill the unit requirement for the Ph.D. degree.
2. A minimum grade of "B" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must meet attendance requirements as articulated in the Student Handbook.
4. During the second year of coursework, students take a qualifying examination. An M.A. degree is awarded when the exam is passed, the faculty in-person evaluation is passed, and:
    a. 57 units of first and second year designated coursework have been successfully completed.
    b. Completion of 100 hours of practicum has been documented.

c. Documentation of 30 hours of personal therapy has been submitted.

5. In addition to completion of the M.A. degree requirements, in order to proceed with the third year of coursework, students must pass the Second Year Assessment for Program Advancement which encompasses a comprehensive review of coursework, annual evaluations, qualifying exam results (a minimum of 80% is required), advancement toward clinical practicum training goals, writing skills and readiness to conduct research.
6. Students must successfully pass the Comprehensive Portfolio at the end of the third year.
7. Students must submit and defend an original dissertation accepted by the faculty.
8. Students are required to complete a minimum of 1,000 hours of practicum and 1,500 hours of internship.
9. Students are required to complete a total of 60 hours of personal therapy.
10. Students must comply with all the policies and procedures articulated in the Student, Dissertation, and Clinical Handbooks.

CLINICAL TRAINING

A minimum of 1,000 hours of practicum and 1,500 hours of internship are required. Students will be placed in practicum in coordination with the Director of Clinical Training. Students must obtain Internship through a competitive application process. It is highly recommended that these internships be completed in a multidisciplinary setting offering a variety of training experiences. Pre-doctoral internship in clinical psychology is a supervised summative training experience, which integrates academic learning and previous applied clinical training at the practicum level. Upon completion of the academic program, comprehensive exam, dissertation, and 1,000 hours of practicum training, students in good standing are required to complete 1,500 hours of pre-doctoral internship in clinical psychology. **Students from California may participate in the California matching system for internships through the California Psychology Internship Council (CAPIC).** Candidates for internship must demonstrate readiness to apply for internship to the Director of Clinical Training.
For a full description of all requirements, consult the current edition of the Pacifica Student Handbook, the Clinical Training Handbook, and the Dissertation Handbook.

FACULTY MENTORSHIP

Each student is assigned a Faculty Advisor for mentorship throughout the program. Faculty Advisors meet regularly with their student advisees to monitor their academic performance, discuss research interests, oversee clinical development, assist with dissertation decisions, engage with students in regard to issues of social and ecological justice, and provide personal and professional support.

PREPARATION FOR CLINICAL PSYCHOLOGY LICENSURE

This curriculum may not meet all the requirements of each state for licensure in clinical psychology. Students seeking licensure in California will acquire doctoral training qualifying them to pursue licensure as a clinical psychologist in California; however because requirements may change, students are responsible for maintaining awareness of licensure regulations by the state.. Other students may need to meet additional licensure requirements in their home states, and are likewise responsible for knowing their applicable state licensure requirements.

Psy.D. in Clinical Psychology

WITH EMPHASIS IN DEPTH PSYCHOLOGY

Currently not enrolling students in this program. There are no cohorts in coursework.

Following a practitioner-scholar model of training, this program represents Pacifica's commitment to grounding the principles and scholarship of depth psychology in clinical practice within community settings.

The Psy.D. Program's mission is to train clinical psychologists who can apply depth psychological knowledge and skills within diverse inter-professional practice settings. Community mental health practices in working with diverse community are emphasized. The program seeks to develop clinical psychologists who are skilled in a broad range of clinical work, including psychotherapy, assessment, supervision, and consultation, as well as integrative approaches to health, which are informed and enriched by depth psychological perspectives. Pacifica seeks to train students toward an integration of broad and general knowledge in clinical psychology with scholarship on the unconscious and relational factors that motivate individual and collective behavior.

The program is rooted in the in clinical psychology offerings by Pacifica since the late 1980s. Thus, the program bridges the rich history of depth psychology with the contemporary world of clinical psychology. This practical integration emphasizes depth psychological perspectives within current areas of psychological studies such as relational approaches and attachment; evidence-based practices; integrative assessment; interpersonal neurobiology and biopsychosocial approaches to integrative health care; community-based practice approaches; and mental health public policy.

The curriculum reflects a commitment to bringing compassionate and socially responsible scholarship and values to the important questions posed by applied clinical psychology, including work with traditionally underserved individuals and communities. The program offers courses that provide foundational knowledge in psychology as well as those that focus on depth psychological treatments,

community mental health, diversity, and indigenous perspectives in psychology. The Psy.D. Program includes four years of coursework designed to teach increasingly complex, sequential, and integrative content, which serves as the building blocks of professional expertise in clinical psychology. The first two years include emphasis on knowledge and practice skills in such core topics as psychopathology, diagnosis, psychological testing and assessment, ethics, and research, including depth psychology approaches in these areas. We also offer training in integrative approach to health, treatment of trauma, indigenous approaches to mental health, gender and sexuality, treatment of substance abuse disorders and cultural diversity. The third and fourth years include increasing focus on advanced psychotherapy skills, with particular focus on psychodynamic, brief psychodynamic, Jungian, post-Jungian, and psychoanalytic approaches.

The Dissertation is embedded within the curriculum during third and fourth year of studies, which is designed to help students complete their degree in a timely way and be competitive for pre-doctoral internships.

Pacifica's Psy.D. Program offers a uniquely integrative and depth-focused education, which carefully preserves the importance of the role of unconscious life not only in clinical practice but also within larger community structures, while fostering education critical to a successful career as a clinical psychologist working in diverse inter-professional settings.

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 116 quarter units to fulfill the unit requirement for the Psy.D. degree. This is comprised of 107 academic units and 9 predoctoral internship units.
2. A minimum grade of "B" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must meet attendance requirements as articulated in the Student Handbook.
4. Students must successfully pass the Comprehensive Portfolio at the end of the third year.
5. Students must submit and defend an original dissertation accepted by the faculty.
6. Students are required to complete a minimum 1,000 hours of practicum and 1,500 hours of internship.
7. Students are required to complete a total of 60 hours of personal therapy.

8. Students must comply with all the policies and procedures articulated in the Student, Dissertation, and Clinical Handbooks.

CLINICAL TRAINING

A minimum of 1,000 hours of practicum and 1,500 hours of internship are required. Students will be placed in practicum by the Director of Clinical Training. Students must obtain Internship through a competitive application process. It is recommended that internships be completed in a multidisciplinary setting offering a variety of training experiences. The choice of a culturally diverse site is encouraged. Psy.D. students are encouraged to have their accepted dissertation proposal be accepted and be demonstrating that they are making progress on their dissertation before starting internship. For a full description of all clinical training requirements consult the current edition of the Clinical Training Handbook.

FACULTY MENTORSHIP

Each Student is assigned a Faculty Advisor for mentorship throughout the program. Faculty Advisors meet regularly with their student advisees to monitor their academic performance, discuss research interests, oversee clinical development, assist with dissertation progress, and provide personal and professional support, including in development of professional community engagement and activism. During the Dissertation phase of training, students' Dissertation committee Chair is assigned to serve as their Faculty Advisor in order to help students actively integrate their academic, clinical, activist, and dissertation aspects of their learning.

PREPARATION FOR CLINICAL PSYCHOLOGY LICENSURE

This curriculum may not meet all the requirements of each state for licensure in clinical psychology. Students seeking licensure in California will acquire doctoral training qualifying them to pursue licensure as a clinical psychologist in California; however, because requirements may change, students are responsible for maintaining awareness of licensure regulations by the state.. Other students may need to meet additional licensure requirements in their home states, and are likewise responsible for knowing their applicable state licensure requirements.

M.A. and Ph.D. in Depth Psychology

Offered with Three Options for Degree Specialization

Pacifica's Depth Psychology Program educates students in the history and lineage of depth psychology and explores the non-clinical frontiers of the field. While deepening their understanding of the roots and development of depth psychology, faculty, students, and alumni are also extending the field beyond the limits of clinical work and across the traditional lines of professional and academic disciplines.

The Depth Psychology Program offers incoming students three different options for degree specialization:

- **Jungian and Archetypal Studies (M.A. /Ph.D.)**
- **Community, Liberation, Indigenous, and Eco-Psychologies (M.A. /Ph.D.)**
- **Integrative Therapy and Healing Practices (Ph.D.)**

All students in the program share a core course of study in depth psychological theory, interdisciplinary studies, and depth psychological approaches to research. This includes theories from psychoanalysis, Jungian studies, archetypal psychology, and ecopsychology, as well as attention to dreamwork, somatic practices, and the mythopoetic imagination.

Each degree specialization blends the core curriculum with courses in the area of specialization, leading to a highly focused and innovative graduate education.

Specialization in Jungian and Archetypal Studies

This blended hybrid/low-residency program (DJA) and online program (DJO, pending approval from the U.S Department of Education) affirms Pacifica's mission to tend soul through an in-depth engagement with the work of C.G. Jung and post-Jungian thinkers. It surveys Jungian and archetypal theories and practices most applicable to healing, transformation, self-expression, and the development of consciousness. Students critically evaluate both the limitations and the potentials of

Jungian psychology in contemporary contexts, and work together in a dynamic learning community to advance, apply, and imagine new extensions for these theories and practices in the world.

Specialization in Community, Liberation, Indigenous, and Eco-Psychologies

This specialization is creating a 21st century depth psychologically informed critical community psychology. To address the personal, community, cultural, and ecological challenges of our time, Euro-American depth psychological theories and practices are placed in dynamic dialogue with ecopsychologies, cultural studies, Indigenous, and liberation psychologies. Students become sensitive to the interdependence of individual, cultural, and collective dynamics, and to the arts and the imaginal as catalysts to vision and transformation. Praxis classes mentor students in creative approaches to working in organizations, non-profits, community groups, and educational settings. Community Praxis courses support students in pursuit of their distinctive areas of interest, applying theory and research capacities to deepen their engagement in activist and artivist scholarship and commitment to social, cultural, anti-racist, epistemic, linguistic, and ecological justice.

Specialization in Integrative Therapy and Healing Practices

This doctoral specialization cultivates an integrative approach to professional development in the healing arts informed by bridging multidisciplinary frameworks with depth psychological inquiry. Working with leading faculty, students in this program engage in a journey of personalized education that fosters advanced therapeutic skills and practices, alternative healing modalities, non-liner paradigms, individual and group consultation skills, and which supports them in making important and original contributions to their fields.

M.A. /Ph.D. in Depth Psychology

Somatic Studies Specialization

Currently not enrolling students in this specialization. There are no cohorts in coursework.

The Somatic Studies specialization is uniquely grounded in the tradition of depth psychology with its emphasis on the unconscious, imagery, archetypes, and dreams. From that ground, students in the program explore the intersections between body and psyche, connect image to sensation through active imagination, and follow the dance of their dreams. They study the body's role in the process of individuation and consider how physical symptoms may speak for the soul.

From a somatic perspective, body experience is always understood holistically, as part of a larger context in which that experience becomes meaningful. For example, a particular sensation or body movement may be considered in relation to psychological issues, physical health, interpersonal relationships, social and cultural contexts, spirituality, and the environment. The program incorporates an interdisciplinary range of practices and perspectives, including neuroscience, cultural studies, somatic education, and the expressive arts. Students are drawn from similarly diverse backgrounds, including counseling, education, health care, bodywork, and dance.

Dissertation Writing

DPS 980, 15 Units

During this course, students assemble their dissertation committee, write the proposal, complete the dissertation process, and defend the dissertation in a public forum. This course may be taken concurrently with other courses. Additional fees are assessed for this course. *Prerequisites: DPS 932A, B, C; Pass/No Pass*

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 90 quarter units for the Ph.D. to fulfill the degree requirements for graduation. A minimum grade of C is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
2. Students must attend at least 2/3 of each course.

3. During the second year of coursework, students must pass a written comprehensive examination. The M.A. degree is awarded when the exam is passed and 48 units of first and second year coursework, and 50 hours of depth transformative practices are completed.
4. Students must petition to proceed with the third year. Faculty approval is based on a comprehensive review of coursework, exam results, writing skills, and readiness to conduct research.
5. Students must pass an oral examination at the end of the third year of coursework.
6. Students must submit and defend an original dissertation accepted by the faculty.

DOCTORAL DISSERTATION

The dissertation process involves the completion of Dissertation Development and Dissertation Writing courses. Students must have completed all requirements for the M.A. degree, passed the oral comprehensive examination and all pre-requisite coursework, and have an approved concept paper before enrolling in Dissertation Writing. The Dissertation Committee is comprised of a Chair, a Reader, and an External Reader. Each member of the committee must possess an earned doctorate based in part on a dissertation unless this requirement is waived by the Program Chair.

NOTE: The Depth Psychology Program and its specializations are designed to provide students with knowledge of theoretical traditions of depth psychology and its contemporary applications to personal, cultural, community, and ecological health and well-being. The program does not prepare students to become licensed or to practice psychotherapy. Although some students may wish to pursue licensure after gaining their doctorate in this program, the curriculum does not contain specific coursework aimed at any type of licensure, nor does it arrange or administratively support traineeships, pre- or post-doctoral internships, or other practice requirements related to licensure.

M.A. /Ph.D. in Depth Psychology

Jungian and Archetypal Studies Specialization

This rigorous, creative exploration of Jungian and archetypal psychology provides students with a range of theories, skills, and practices they can apply directly to their professional, personal, and creative lives, while addressing the collective challenges and opportunities at this moment in history.

For those called to explore the personal and collective psyche, this program of study provides a unique opportunity to engage with, apply, and advance depth psychological theories and practices within the Jungian and archetypal traditions. Building on the work of C.G. Jung and James Hillman, students consider approaches to the psyche that foster healing, transformation, self-expression, cultural advancement, and the development of consciousness.

The Jungian and Archetypal Studies specialization moves depth psychology from the clinical consulting room out into the wider world. By stimulating and supporting the scholarship and innovative research of students, the program promotes the task of advancing depth psychological ideas and practices as catalysts for individual and cultural transformation.

The faculty is comprised of esteemed international scholars with a broad range of areas of expertise. They introduce students to foundational theoretical constructs in the field while helping them to engage critically and imaginatively with the course material. The coursework itself is aligned with Jung's emphasis on the "ineluctable psychological necessity" of individuation, the process by which one might attain deep self-knowledge, further the development of consciousness, and better understand the unconscious factors shaping human experience.

Students in the Jungian and Archetypal Studies Specialization:

- Critically explore a range of topics central to our understanding of the role of the unconscious psyche in human experience, such as healing, myth, dream, art, soul, spirit, ecology, religion, creativity, personal transformation, individuation, the development of consciousness, and more.

- Deepen the capacity for imaginal, symbolic, mythic, critical, theoretical, and archetypal thinking and being in the world.
- Engage with the creative, dynamic unconscious in both its personal and collective dimensions.
- Hone the expression of their unique voice and vision through courses in research, writing, publication, and presentation.
- Study side-by-side with Jungian scholars and practitioners interested in envisioning new possibilities for extending contemporary thought and practices into the world.
- Read deeply and broadly from the *Collected Works* of C.G. Jung, Jung's *Red Book*, and other core texts in the depth psychological tradition.
- Evaluate the limitations and potentials of Jungian and archetypal psychology within contemporary contexts.

PROGRAM TRACKS

DJA: A BLENDED HYBRID LOW-RESIDENCY PROGRAM

This transformative and scholarly degree program takes advantage of online technology to allow students to work and learn in their home environments, while also taking part in engaged community sessions on Pacifica's Ladera Lane Campus. Classes begin online and meet during four-day residential sessions (Thursday, Friday, Saturday, Sunday) once per quarter. During these on-campus sessions, students have access to the Institute's extensive resources and are able to engage with their classmates and instructors face-to-face, combining lecture, discussion, and experiential and embodied learning. Residential sessions also allow time for exploration and community building.

DJO: ONLINE PROGRAM (Beginning Spring 2025, Pending Approval From the U.S Department of Education)

While identical in content to the Jungian and Archetypal Studies hybrid low-residency track (DJA), the online track (DJO) will not require any attendance at residential sessions on campus. Students can progress through the transformative and scholarly content of the Jungian and Archetypal Studies program entirely online. Structured as 10 learning modules per quarter, each course will be delivered through recorded lectures, assigned readings, and discussion boards where students will engage with course content, their instructors, and cohort. In addition, each course requires online attendance at four live class sessions—two shorter sessions, one at the beginning and one near the end of each

quarter; and two longer weekend sessions on consecutive days about midway through each quarter. These sessions provide an opportunity for live instruction, discussion, and cohort interaction.

CURRICULUM OVERVIEW

FIRST YEAR

Introduction to Depth Psychology – DJA/DJO 700, 3 Units

Jungian Psychology: The Individuation Journey – DJA/DJO 720, 3 Units

C. G. Jung in Context – DJA/DJO 710, 3 Units

Dreamwork: Tending the Living Images – DJA/DJO 825, 3 Units

Archetypes: Universal Patterns of the Psyche – DJA/DJO 800, 3 Units

Mythopoetic Imagination: Viewing Film, Art, and Literature from a Jungian Perspective – DJA/DJO 805, 3 Units

Complexes: Jung's "Royal Road" to the Unconscious – DJA/DJO 810, 3 Units

Reflective Studies I: Foundations for Research – DJA/DJO 920, 3 Units

SECOND YEAR

Imaginal Ways of Knowing: Active Imagination, *The Red Book*, and Psychic Creativity – DJA/DJO 820, 3 Units

Archetypal Psychology – DJA/DJO 730, 3 Units

Depth Psychology and the Mythic Tradition – DJA/DJO 815, 3 Units

The Poetic Basis of Mind – DJA/DJO 870, 3 Units

Synchronicity and the New Sciences – DJA/DJO 855, 3 Units

Archetypal Cosmology and Astrological Hermeneutics – DJA/DJO 880, 3 Units

Psychological Types – DJA/DJO 835, 3 Units

Reflective Studies II – DJA/DJO 930, 3 Units

THIRD YEAR

Psychoanalytic Openings: Evolving Understandings of the Human Personality in Psychoanalysis and Analytical Psychology – DJA/DJO 740, 3 Units

Somatic Studies: The Psyche-Soma Connection – DJA/DJO 845, 3 Units

The Alchemy of Transformation – DJA/DJO 865, 3 Units

Depth Psychology and the Sacred: Approaching the Numinous – DJA/DJO 850, 3 Units
Technology and Psyche – DJA/DJO 882, 3 Units
Dissertation Development – DJA/DJO 950, 3 Units
Ecopsychology: The Psyche in Nature – DJA/DJO 860, 3 Units
Reflective Studies III – DJA/DJO 940, 3 Units

The program may, on occasion, replace any of the above courses with alternative courses, and the curriculum may vary depending upon evolving academic needs.

CONTINUING

Self-Directed Studies – DJA/DJO 970, 3 Units
Dissertation Writing – DJA/DJO 960, 15 Units
The required fourth and fifth years of study focus on reading, research, and dissertation writing.

TRADITIONS, THEORIES, AND TRAJECTORIES

This portion of the curriculum grounds students in the trajectory of depth psychology from its ancient roots to its modern manifestations. Students learn about the psychoanalytic, Jungian, post-Jungian, archetypal, and developmental lineages of depth psychology, paying special attention to the cultural and historical contexts in which they arose. Commentaries and critiques of these fields are discussed, and controversies are explored in order for students to develop a critical and reflective eye about depth psychology, both its strengths and its limitations.

Introduction to Depth Psychology
DJA/DJO 700, 3 Units

Although depth psychology formally began with the work of Freud, Adler, and Jung at the turn of the 20th century, it has multiple antecedents reaching far back into the history of human thought. This course serves as a general introduction to the background and fundamentals of depth psychology, helping to situate the field within an historical context and in relation to other areas of thought and the wider culture.

C. G. Jung in Context
DJA/DJO 710, 3 Units

In order to fully appreciate, understand, and critique Jungian psychology, it is necessary to understand the personal, social, cultural, religious, and historical context in which it arose. This necessarily entails studying the life and times of C.G. Jung himself, for as Jung knew, the psychology one professes can never be separated from the context and milieu of the psychologist.

Jungian Psychology: The Individuation Journey
DJA/DJO 720, 3 Units

The central process in Jungian psychology is the individuation process, which can be defined as the psyche's journey toward wholeness, an embodiment of the archetype of the Self. In Jungian psychology, this is done in large part by consciously engaging the opposites within the psyche, including the feminine and masculine principles, known as the anima and animus. This course explores the centrality of the individuation process to Jungian psychology, reviewing terms such as the ego-Self axis, the persona and the shadow, the transcendent function, and the personal and collective unconscious.

Archetypes: Universal Patterns of the Psyche
DJA/DJO 800, 3 Units

Considering first the place of archetypes in the history of the Western thought—especially Greek mythology, Platonism, and German Romanticism—this course then traces the evolution of Jung's understanding of the concept, drawing especially on *The Archetypes and the Collective Unconscious*. Students will explore a number of the major archetypes identified by Jung—including the shadow, anima, animus, rebirth, the wise old man, the mother, the hero, the spirit, the child, the trickster, and the Self—examining the evidence he gave in support of them from psychopathology, myth, religion, philosophy, literature, art, and culture. The course will also address the main characteristics of archetypes, and the different ways they can be conceptualized and described.

Archetypal Psychology
DJA/DJO 730, 3 Units

Archetypal psychology is one of the central strands of post-Jungian theory. As envisioned by its main proponent, James Hillman, it emphasizes the development of a mythic sensibility in confronting the complexity and multiplicity of psychological life. Students learn the history and central ideas of this psychology, and become conversant with its four basic moves: personifying, or imagining things; pathologizing, or falling apart; psychologizing, or seeing through; and dehumanizing, or soul-making.

Psychoanalytic Openings: Evolving Understandings of the Human Personality in Psychoanalysis and Analytical Psychology
DJA/DJO 740, 3 Units

The first conversation between Sigmund Freud and C.G. Jung lasted over 13 hours, and explored many places of convergence and divergence. In many ways, this conversation continues today, with places of convergence and divergence in post-Freudian and post-Jungian theory and practice. Students will study the psychodynamics of early development and psychopathology and examine the influence of the object-relations, self-psychology, and other modern psychoanalytic theories on contemporary Jungian theory and practice. More broadly, this course is concerned with changing perspectives on human nature and the evolution of depth psychology over the course of the last century.

The Alchemy of Transformation

DJA/DJO 865, 3 Units

When Jung realized that the arcane texts of alchemy symbolically portray the process of transformation inherent to individuation, he called it "a momentous discovery," one that provided an historical precedent for his model of individuation and a framework within which to better understand his "confrontation with the unconscious." This course explores Jung's interpretation of alchemy through a detailed study of three volumes of his collected works: *Psychology and Alchemy*, *Alchemical Studies*, and *Mysterium Coniunctionis*.

Synchronicity and the New Sciences

DJA/DJO 855, 3 Units

Jung's exploration of synchronicity or "meaningful coincidence" was of critical significance for him personally, preoccupying him throughout much of his life. Indeed, the concept of synchronicity is arguably among the most important and controversial theoretical contributions of his life's work, with far-reaching implications not only for depth psychology, but for the basis of the modern Western worldview and our understanding of the nature of reality. In this course, students will examine the complex relationship between synchronicity and the so-called new sciences, including modern physics (relativity theory and quantum theory), systems theory, complexity and chaos theory, organicist biology, and the "new cosmology."

PRINCIPLES AND PRACTICES

These courses focus on the ideas and principles primarily arising from the Jungian and archetypal traditions that are most applicable to working with the individual and collective psyche today. Here the psyche is envisioned as having mythological, spiritual, political, archetypal, creative, mystical, erotic, and embodied dimensions. Students are exposed to practices of working with these multiple dimensions of psyche, such as dreamwork, active imagination, typology, authentic movement, art-making, and image work. Mentored by faculty and with the support of their peers, students are encouraged to adapt or refine these practices, or develop new practices most suited to their work in and with the world.

Mythopoetic Imagination: Viewing Film, Art, and Literature from a Jungian Perspective

DJA/DJO 805, 3 Units

Symbols are one of the ways the unconscious speaks to us and through us, its visual language for conveying the deep mysteries of life. After exploring the psychological importance of symbols, we turn our focus to the manifestation of symbol-making in literature, film, and art. In addition, students will explore and amplify a symbol that speaks to their psyches through artistic creation of their own.

Complexes: Jung's "Royal Road" to the Unconscious

DJA/DJO 810, 3 Units

In his seminal essay "A Review of the Complex Theory," Jung calls complexes the *via regia*, or royal

road, to the personal and collective unconscious. The course explores complexes on multiple levels—personal, familial, group, workplace, cultural, and political—looking at their phenomenology, their autonomy, and their biology. Jung's and Freud's relationship and subsequent separation will be viewed in light of the complexes that gripped the men, leading to a discussion of the relationship between the psychological theories we may develop or be drawn to and our personal complexes. Andrew Samuel's concept of the political psyche will be discussed, and the theory of cultural complexes laid out by Thomas Singer and Samuel Kimbles will be applied to a particular cultural or organizational group of interest to the student, and assessed for its efficacy in depotentiating the complex.

Depth Psychology and the Mythic Tradition
DJA/DJO 815, 3 Units

James Hillman wrote, "Psychology shows myths in modern dress and myths show our depth psychology in ancient dress." Understanding the connection between mythology and psychology, Jung argued that it is important to our psychological health to know the myth we are living. The course will focus on archetypal motifs in myths as they appear in our personal and collective psychological lives. Students will study Jungian and post-Jungian mythological theory and interpretation. In addition, they will critically review authors who have successfully brought the mythological psyche before the public eye, such as Joseph Campbell, Clarissa Pinkola Estes, and Marion Woodman.

Imaginal Ways of Knowing: Active Imagination, *The Red Book*, and Psychic Creativity
DJA/DJO 820, 3 Units

Active imagination is the name given to the technique Jung pioneered for working with unconscious material in the psyche, often through working with an image or through dialogue with an inner figure. *The Red Book* contains 16 years of Jung's active imagination within its covers, and thus is the text *par excellence* for exploring this powerful technique and its relationship to psychic creativity and consciousness.

Dreamwork: Tending the Living Images
DJA/DJO 825, 3 Units

Ever since Freud released *The Interpretation of Dreams* in 1900, these mysterious nocturnal visitors have been of seminal importance to the field of depth psychology. In this course, students learn historical and cultural approaches to dreams, and practice a variety of dreamwork methods including working with dreams in groups, drawing upon Freudian, Jungian, post-Jungian, and archetypal theories.

Psychological Types
DJA/DJO 835, 3 Units

C. G. Jung is widely known for his theory of psychological types, the basis for the Myers-Briggs Type Indicator®. In this course, students learn about Jung's theory, including the rational and irrational functions, the eight modes of consciousness, and the importance of the emergence of the inferior function for individuation. Various methods of assessment are introduced and evaluated in light of

their reliability and validity, ethical use, and contemporary and cross-cultural applicability. Attention will be paid to primary applications of typology as a tool for self-knowledge and increased understanding of others.

Somatic Studies: The Psyche-Soma Connection
DJA/DJO 845, 3 Units

Jung wrote, “The spirit is the life of the body seen from within, and the body the outward manifestation of the life of the spirit—the two really being one.” This course explores this interrelationship between psyche and soma. Topics may include the body as shadow in depth psychology; the body as a site of trauma, healing, and contact with the divine; bodywork practices like dance, authentic movement, yoga, and breathwork; non-Western and indigenous healing traditions; the relationship of the body with the collective unconscious, including concepts like cellular memory, morphic fields, and archetypes as bodily-based inherited images; an exploration of various depth psychologists who have championed the importance of the psyche-soma connection; or the current interest in the intersection of neuroscience and psychology.

Depth Psychology and the Sacred:
Approaching the Numinous
DJA/DJO 850, 3 Units

This course begins by contrasting Freud’s and Jung’s views on the psychology of religion. Though Freud was dismissive of religion, Jung explored it extensively from the beginning to the end of his life, arguing unequivocally for its psychological importance, going so far as to declare that all psychological problems are essentially spiritual problems which can be cured through an encounter with the numinosum, or god-image. This course focuses on the spiritual function of the psyche though key Jungian and post-Jungian works, exploring the variety of ways people approach and experience the divine.

Ecopsychology: The Psyche in Nature
DJA/DJO 860, 3 Units

As Jung saw it, "Natural life is the nourishing soil of the soul." In this course, students will explore archetypal and mythological motifs that emerge from the ensouled world, including differing natural landscapes and the animal world. The importance of place to the psyche will provide rich discussion material, including an observation of the natural world as it appears in our dreamscapes. Means of (re)connecting psyche and nature will be discussed, including traditional and contemporary wilderness rites of passage and nature-based healing practices from indigenous cultures. This course also includes an experiential engagement with nature.

The Poetic Basis of Mind
DJA/DJO 870, 3 Units

This course addresses a pivotal dimension of archetypal studies, which Hillman called the poetic basis of mind, as well as the closely affiliated aesthetic dimension of soul. The topic requires attention to modes of expression characteristic of soul's interiority and to the style of language we employ in soulful writing, in order to catch psyche in

the act. The course will forge connections between archetypal perspective and the work of poets, artists and visionaries of the instructor's choice.

Archetypal Cosmology and Astrological Hermeneutics

DJA/DJO 880, 3 Units

With connections to virtually every aspect of Jungian psychology, astrology was envisaged by Jung as an example of “synchronicity on a grand scale,” a form of divinatory practice, and a symbolic interpretive system for portraying and illuminating the workings of the psyche. This course critically considers Jung’s lifelong interest in and study of astrology, exploring its relevance to the traditions and future directions of depth psychology as a hermeneutic practice and archetypally informed cosmology.

Working with examples from religious and literary texts, individual experience (personality, biography), cultural history, and the arts, the course introduces astrology as symbolic approach to understanding the movements of the psyche. Students will learn to apply astrological techniques to inform the “archetypal eye” and consider astrology’s relevance to individuation and soul making as a form of spiritual practice and an aid to psychotherapy. The course traces the development of psychological and mythic approaches to astrology in the twentieth century, in relation to Jungian thought, and explores the emergence of the academic field of archetypal cosmology, with its roots in myth and Platonism and modern antecedents in archetypal and transpersonal psychology.

Technology and Psyche

DJA/DJO 882, 3 Units

Technology, the application of knowledge that leads to mechanical order, has determined the shape of modern existence. In the post-industrial Information Age, the artifacts of technology are less elective tools and more necessary facets of reality, giving rise to significant psychological implications. This course applies Jungian depth psychology to our relationship with machines. It engages topics such as the archetypal roots of invention, the coincidence of modern depth psychology and industrialization, the ties between automation and existential disorientation, and the overlap of postmodernism and the advent of cyberspace. Such topics background an exploration of the psychological impact of present and prospective innovations.

The goal of the course is to employ theories of the unconscious and the archetypal basis of mind in the study of such pressing phenomena as artificial intelligence, living online, virtual and augmented reality, and posthumanism. Special emphasis is placed on exploring utopian and dystopian fantasies associated with these and other expressions of the urge to remake the world and redesign ourselves.

RESEARCH AND REFLECTION

The curriculum incorporates a number of courses specifically designed to cultivate essential skills in deep reflection, critical thinking, and research that prepare students for dissertation writing and their future vocations.

Reflective Studies I: Foundations for Research
DJA/DJO 920, 3 Units

This course introduces students to the distinctive theory and practice of research in depth psychology, with its unique demands-and rewards-that come from working in partnership with the autonomous psyche. This course raises the all-important question: if we take seriously the existence of the personal and collective unconscious, what are the implications for our research? Special attention is paid to the vocational and transferential aspects of research, as research is conceived as a path to both personal and collective healing and transformation. Students are introduced to the dissertation process at Pacifica, and begin exploring potential ideas for research topics and learning about a variety of qualitative research methodologies. The course encourages reflection in three main ways: students will integrate the coursework they have completed in the past, reflect on their learning process in the present, and articulate how they are being called to work with the material in the future. *Pass/No Pass*

Reflective Studies II
DJA/DJO 930, 3 Units

Taken in the final quarter of the second year, this course serves as the container for the written comprehensive examinations, which assess how well students have met the program's learning objectives. Students wishing to advance into the third year must meet the required standard of examination pass. In addition, during this course students make an oral presentation of a scholarly journal article developed from a term paper from a previous course, and then turn in the written article for formal evaluation. To take this course, students must have successfully completed six full quarters of coursework during the first two years of the program. *Prerequisite: DJA 920; Pass/No Pass*

Reflective Studies III
DJA/DJO 940, 3 Units

Taken in the final quarter of the third year of the program, this course serves as a container for the oral comprehensive examination where students articulate the conceptualization of their dissertations based on their concept papers (see Dissertation Development, below). During this course, students continue to develop their concept papers, incorporating faculty feedback from the oral examinations, as they submit their concept papers for final approval—a prerequisite for beginning dissertation writing. *Prerequisite: DJA 920, 930, 950; Pass/No Pass*

Dissertation Development
DJA/DJO 950, 3 Units

Writing a dissertation is arguably the most rigorous and ultimately rewarding work of any doctoral student's academic life. This course prepares students for the task, guiding them through the crafting of a research project, with the aim of developing a concept paper for approval in Reflective Studies III, the next quarter. In Dissertation Development, students learn how to navigate through the dissertation landscape, including forming a committee, organizing a project of such magnitude, and confronting psychological

roadblocks along the way. *Prerequisite: Student must be in good academic standing and have successfully remediated all failing grades prior to beginning this course*

Dissertation Writing

DJA/DJO 960, 15 Units

During this course, the student assembles a committee, submits a proposal, writes the dissertation, and defends the dissertation in a public forum. This course traditionally follows the completion of all other coursework and successful completion of the comprehensive exams. However, a student who demonstrates readiness may choose to apply for this course while enrolled in regular coursework. This option requires approval from the Program Chair. Additional fees are required for this course. *Prerequisites: Successful completion of the three years of coursework and an approved concept paper; Pass/No Pass; No Incompletes*

Self-Directed Studies

DJA/DJO 970, 3 Units

The purpose of Self-Directed Studies is to allow students to explore areas of interest in depth psychology outside the boundaries of the curriculum. This may take the form of attending conferences, workshops, lectures, and/or seminars; engaging with an analyst or other practitioner/s for personal therapy or healing work; or seeking training in a modality that augments their practice of depth psychology. Students must complete a total of 30 hours and submit a reflective paper; this may occur anytime during the course of the program, and is required for the awarding of the Ph.D. All hours must be pre-approved through discussion with the program's self-directed studies coordinator. *Pass/No Pass*

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 90 quarter units for the Ph.D. to fulfill the degree requirements for graduation. A minimum grade of C is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
2. Students must attend at least 2/3 of each course.
3. During the second year of coursework, students must pass a written comprehensive examination. The M.A. degree is awarded when the exam is passed and 48 units of first-year and second-year coursework are completed.
4. Students must prepare and submit a scholarly article suitable for publication.
5. Students must pass an oral examination at the end of the third year of coursework.

6. Students must submit and defend an original dissertation accepted by the faculty.

COMPREHENSIVE EXAMINATIONS

The written exam is taken after successful completion of at least six quarters of the first two years of coursework. This exam is an evaluation of the student's understanding of the fundamentals of Jungian depth psychology and archetypal psychology covered during the first two years of the program, in accordance with specific program learning outcomes. The exam serves two main purposes:

1. To ascertain the student's readiness and ability to continue on into the third year of coursework, and, beyond this, to undertake dissertation work for the successful completion of a Ph.D.
2. To provide an opportunity for students to integrate and consolidate the first two years of coursework.

Jungian and Archetypal Studies doctoral students who have passed the written comprehensive examination are eligible to take the oral examination in the final quarter of the third year (in the summer or winter, depending on the track). The oral examination is the final evaluation of students' ability to integrate academic coursework, and it serves as partial fulfillment of the degree requirements. The purpose of this assessment is to raise critical questions pertaining to the proposed dissertation project. Students must successfully incorporate the critique of this consultation into their dissertation concept papers in order to be advanced to candidacy.

ADVANCEMENT TO DOCTORAL CANDIDACY

A student will earn the designation of "doctoral candidate" after he or she has successfully completed all coursework, passed written and oral comprehensive exams, and a dissertation concept paper has been accepted by the Institute.

DOCTORAL DISSERTATION

The Depth Psychology Program has a Dissertation Handbook available online which includes a set of guidelines and forms for the dissertation process. Students must have passed their written comprehensive exam and an approved concept paper to register for dissertation writing.

In order to work with the dissertation committee, the student must officially enroll in the two consecutive academic year period of dissertation writing. This is often referred to as the two-year dissertation “clock.” To begin the dissertation clock, the student must: a) have completed their third-year coursework, b) have an approved concept paper, c) be in good academic standing and have no outstanding failing grades, d) submit a Dissertation Registration Form to the Dissertation Office by the registration deadline, and e) be in good financial standing with the Business Office.

NOTE: The Depth Psychology Program and its specializations are designed to provide students with knowledge of theoretical traditions of depth psychology and its contemporary applications to personal, cultural, community, and ecological health and well-being. The program does not prepare students to become licensed or to practice psychotherapy. Although some students may wish to pursue licensure after gaining their doctorate in this program, the curriculum does not contain specific coursework aimed at any type of licensure, nor does it arrange or administratively support traineeships, pre- or post-doctoral internships, or other practice requirements related to licensure.

M.A. /Ph.D. in Depth Psychology

Community, Liberation, Indigenous, Eco-Psychologies Specialization

This degree program specialization is a bold initiative to forge transdisciplinary and transformative approaches to some of the most critical personal, community, cultural, and ecological challenges of our time. Accomplishing this necessitates a radical engagement in re-conceiving psychology as a potentially liberatory and restorative force in society, one engaged in initiatives to promote social, economic, and environmental justice, peacebuilding, and ecological sustainability. The specialization is committed to the teaching and praxis of relational ontoepistemologies learned from Indigenous holitic cosmovisions and contributions from the Global South to address fragmented cultural and ecological connections caused by neoliberalism and to co-create alternatives to modernity that lead to the manifestation of decoloniality.

To study community and ecopsychology in the light of liberation and indigenous psychologies commits us to deeply explore and address the profound effects of injustice, violence, and exploitation on psychological, communal, and ecological well-being.

The curriculum places intercultural and decolonial approaches to depth psychological theories and practices in dynamic dialogue with ecopsychology, environmental justice, indigenous psychologies, critical community psychology, and psychologies of liberation from diverse localities around the world. Students gain an understanding of the interdependence of individual, community, cultural, and ecological well-being.

Coursework nurtures creative approaches to collaboration in organizations, non-profits, community groups, and educational settings. Through Community Praxis courses, students are supported in the pursuit of their distinctive areas of interest, and in strengthening their research and practice skills. Students are able to make their own significant contributions to the attainment of a just and sustainable world, in which—as Paulo Freire said— “it is easier to love.”

Students in the Community, Liberation, Indigenous, and Eco-psychologies Specialization:

- Deepen insight about individual, group, and cultural life through the study of depth psychology
- Develop scholarly and creative writing skills
- Learn innovative and historical approaches to trauma healing, restorative justice, ecological sustainability, community building, economic justice, forced migration, alternatives to violence, anti-racism work, peacebuilding, and reconciliation
- Practice participatory action research and program and organizational evaluation, while deepening ethical discernment on issues of power and privilege
- Train in a wide variety of group approaches to cultural and ecological work
- Heighten sensitivity to the imaginal, the metaphorical, and the mythical
- Develop the capacity to teach in academic and community learning environments
- Apply insights to leadership positions in a wide variety of professions, including the following: health services; youth, adult, and alternative education; organizational development and transformation; prison reform and restorative justice initiatives; non-profits and non-governmental organizations; social justice, advocacy, and grass roots coalitions; arts-based community building; trauma healing; anti-racism work; and environmental justice and sustainability

CURRICULUM OVERVIEW

Classes for the Community, Liberation, Indigenous, and Eco-Psychologies specialization take place in nine three-day sessions (Monday, Tuesday, Wednesday), approximately once each month during fall, winter, and spring (October to July). In the first and second summers, students complete fieldwork and research in their home communities or other off-campus sites. In the third summer and subsequent year(s), students are involved in writing their dissertations in their home communities.

FIRST YEAR

Fall

Introduction to Decolonial Depth Psychology – DPC 730, 2 Units
Introduction to Critical Community Psychology – DPC 700, 2 Units
Performance Ecologies I – DPC 873, 2 Units

Circle Practices – DPC 871, .67 Unit

Winter

Psychologies of Liberation – DPC 781, 2 Units

Critical Community Inquiry – DPC 872, .67 Unit

Indigenous Psychologies I – DPC 710, 2 Units

Performance Studies: Collective Creation and Community Based Performance for Social Transformation – DPC 895, 2 Units

Spring

Jungian Psychology – DPC 761, 2 Units

Foundations for Research in Depth Psychology: Participatory and Qualitative Inquiry – DPC 881, 2 Units

Ecopsychology I: Earth Democracy – DPC 732, 2 Units

Community Dreamwork – DPC 874, .66 Unit

Community Praxis Preparation I – DPC 783A, 1 Unit

Summer

Community Praxis I – DPC 783, 4 Units

SECOND YEAR

Fall

Archetypal Psychology – DPC 762, 2 Units

Reflexive Community Praxis I – DPC 880, 2 Units

Depth Psychology of Violence and its Prevention – DPC 731, 2 Units

Practicing Decoloniality and Anti-Racism – DPC 926, .67 Unit

Winter

Hermeneutic and Phenomenological Traditions – DPC 991, 2 Units

Liberation Studies and Action – DPC 965, 2 Units

Indigenous Psychologies II – DPC 860, 2 Units

Restorative Justice – DPC 875, .67 Unit

Spring

Community Program and Organization Evaluation – DPC 879, 2 Units

Ecopsychology II: Environmental and Earth Justice – DPC 847, 2 Units

Special Topics in Liberatory Qualitative Inquiry – DPC 930, 2 Units

Community Praxis Preparation II – DPC 883A, 1 Unit

Performance Ecologies II, DPC 889, .66 Units

Summer

Community Praxis II – DPC 883, 4 Units

Depth Transformative Practices – DPC 997, 0 Unit

THIRD YEAR

Fall

Participatory Research Practicum: Creating an Interpretive Community – DPC 990, 2 Units

Reflexive Community Praxis II – DPC 890, 2 Units

Social Network Analysis – DPC 878, 1 Unit

Decolonial Philosophy – DPC 925, 1.66 Units

Winter

Advocacy and Policy Development – DPC 886, 2 Units

Psychosocial and Collective Trauma – DPC 923, 2 Units

Reconciliation and Peacebuilding – DPC 740, 2 Units

Dissertation Development I – DPC 932A, .67 Unit

Spring

Critical Topics in Depth Psychology – DPC 963, 1 Unit

Critical Topics in Liberation Psychology – DPC 964, 1 Unit

Decolonizing Pedagogies – DPC 992, 2 Units

Critical Topics in Environmental Justice – DPC 832, 1 Unit

Dissertation Development II – DPC 932B, .67 Unit
Critical Topics in Indigenous Psychologies – DPC 861, 1 Unit

Summer

Research Writing: Conceiving the Dissertation – DPC 933, 5 Units

Continuing

Dissertation Writing – DPC 980, 15 Units

This curriculum may vary depending upon evolving academic needs. The required fourth and fifth years of study focus on reading, research, and dissertation writing.

TRADITIONS, LEGACIES, AND CRITICAL TOPICS OF DEPTH PSYCHOLOGY

This portion of the curriculum grounds students in the psychoanalytic, Jungian, archetypal, and phenomenological lineages of depth psychology, as well as in the contemporary flowering of these traditions that aid cultural, community, and ecological understanding and transformation.

Introduction to Decolonial Depth Psychology
DPC 730, 2 Units

This introductory course explores the theoretical and practical links among the four major concentrations of the CLIE program: community psychology, indigenous psychologies, liberation psychologies, and ecopsychologies. Emerging critical philosophies of decoloniality and complex living systems from Africa and the Americas help to place the evolution of historical paradigms through which these psychologies have been understood as separate and dissociated in the past, and connected and interdependent in the present. Depth psychological theories and practices are also placed in historical and cultural perspective, emphasizing symbolic, creative, and healing dimensions of the work. Finally we will sort through how we are implicated in current First Nations activist demands for climate justice, sustainability, and defense of the earth.

Jungian Psychology
DPC 761, 2 Units

The basic concepts of Jung's late work such as the psychoid, synchronicity, spirit, psychological rebirth, collective consciousness, and the transcendent function will be explored in relation to the cultural context of his time and our own. We will analyze the links between Jung's work and indigenous epistemologies and ontologies, contemporary biological theories, community-building, and current emergent social and political trends.

Archetypal Psychology

DPC 762, 2 Units

Archetypal psychology, as envisioned by James Hillman, moves beyond clinical inquiry and locates its identity within the Western imagination, finding affiliation with the arts, culture, and history of ideas. Its central aim is the appreciation and development of soul through the cultivation of the life of the imaginal. We investigate the history and central ideas of this rich psychological perspective, focusing on concepts such as archetype, image, seeing-through, and the soul of the world, *anima mundi.*

Critical Topics in Indigenous Psychologies

DPC 861, 1 Unit

This course offers an exploration of critical topics currently facing Indigenous communities, such as sovereignty, social and economic justice, water and land rights, and the preservation and resurgence of traditional spiritualties, and relational practices. Students will study Indigenous philosophies and generative methodologies that offer alternative approaches to environmental and human rights organizing.

Psychosocial and Collective Trauma

DPC 923, 2 Units

The effects of many forms of collective woundings have been assimilated into medicalized and individualized diagnoses and psychological treatment models that are divorced from the historical and cultural contexts in which they occur. This has given rise to a vast literature on individual trauma and PTSD. Liberation psychology critiques this approach to disruptive events and calls attention to “collective” or “psychosocial trauma.” This course contextualizes the misery that is experienced in the face of destructive conditions and events that affect whole groups and communities. This approach will help us to understand the experiences of marginalized groups that have been historically written out of individualized trauma theories, those who feel "misnamed" by such theories, and the unique political contexts that give rise to these interactions.

Community Dreamwork

DPC 874, .66 Unit

This class will reclaim dreams as a community resource and practice methods (i.e., social dreaming, cultural dreaming, dream theater, communal vision questing) that allow us to hear the metaphorical resonance between dreaming and waking life, and to widen our perception to include the imaginal.

Depth Transformative Practices

DPC 997, 0 Unit

Various schools of depth psychology have created therapeutic contexts for personal transformation and/or healing. These practices are related to transformative rituals and rites across cultures and history. Ecological, cultural, and organizational work have also created transformative practices. During the first two years of the program, students are expected to engage in a minimum of 60 hours of depth transformative practice within a relational

context. Latitude is given to students to choose the form of this practice in accordance with their needs and interests. Examples of such practice may include, but are not limited to, individual depth psychotherapy, group dialogue work, community theater, facilitated vision questing, rites of passage, arts-based community work, appreciative inquiry. Students are invited to use this requirement to gain experience and further training in a group or community modality they hope to use in their work. Students are required to submit a proposal in advance of beginning and a log recording the hours they complete. *Pass/No Pass*

Decolonial Philosophy

DPC 925, 1.66 Units

This introduction to decolonial philosophy leads to the questions of the coloniality of temporality and aesthetic experience that underlies the colonizing of imaginaries. Beneath the political, social, economic, and military domination of the colonized exists the colonization of the consciousness of the colonized. This course exposes aesthetic and affective dimensions of decolonial struggle and opens towards poietic engagements of the lives, histories, and senses of being of the excluded and colonized.

Critical Topics in Depth Psychology

DPC 963, 1 Unit

Depth psychological theories and practices are placed in dynamic dialogue with ecopsychology, psychologies of liberation, and cultural studies from diverse cultural settings as we create a critical depth oriented community psychology for the 21st century. Contemporary work in Freudian, Jungian, archetypal, and phenomenological schools is explored, enabling students to begin to place their own evolving scholarship in dialogue with the frontiers of depth psychology.

CRITICAL COMMUNITY, LIBERATION, INDIGENOUS, AND ECO-PSYCHOLOGIES

These courses enlist us to create a depth psychologically informed critical and liberatory community and ecopsychology for the 21st century. Community liberation, Indigenous, and eco-psychologies are placed in conversation with decolonial depth psychology to explore the interface between psyche, culture, and nature, as we seek to create paths for psychological, community, cultural, and environmental well-being.

Introduction to Critical Community Psychology

DPC 700, 2 Units

Students will be introduced to the history of community psychology and the application of critical theory and decolonial studies to examine its concepts, methodologies, and frameworks within diverse socio-cultural, economic, and political contexts (i.e., social and human services, schools, youth development, the health care system, non-governmental, governmental, and community-based organizations). The process and outcome of the community mental health movement will be examined, showing how a depth psychological understanding of community assets and stressors, coping strategies, social networks and social support contributes to the application of community-

based approaches to holistic community health and wellbeing. Discourse on key concepts such as coloniality, oppression, social class, ethnicity and racism, social, epistemic, linguistic, and ecological justice, and social change will lead to the acquisition of practical skills in assessing community wellbeing and in utilizing lessons learned for social change and policy development. Students will co-construct a decolonial community psychology that is polyvocal, pluriversal, and imagines community praxis in a different way(otherwise).

Psychologies of Liberation

DPC 781, 2 Units

This course explores psychologies that attempt to understand and address the impact of colonialism and coloniality on individuals, communities, and eco-systems. Beginning with Fanon and Memmi's descriptions of the impacts of colonial violence, racism, and exploitation, we locate the legacy of colonialism and neoliberal globalization in the contemporary world and in our own local communities and relationships. Through Freire and Martín-Baró, we enter liberation psychology in the Latin American context, and explore the development of critical consciousness, critical dialogical pedagogy, prophetic imagination, and actions-in-solidarity to transform oppressive structures and to create libertory environments and public homeplaces. Our shared undertaking is to explore the possible roles of liberation psychologies in the healing of the sequelae of collective traumas, in the understanding and addressing of their roots, and in the co-creation of sustainable, just, and dynamically peaceful communities.

Indigenous Psychologies I

DPC 710, 2 Units

This class will highlight the historical, social/cultural, and psychological risk factors that Indigenous people experienced on contact with colonial settlers. Definitions of these will also be included to see variations through an Indigenous cultural lens and the impact on behaviors related to traditions, ceremonies, and way of life. Discussion will include psychological worldviews, Indigenous ways of thinking, and traditional knowledge shared by Indigenous scholars and elders. This will include the process and parts of stories shared by the keepers of Indigenous knowledge. In addition, this class will present an overview of modern Indian psychology and methodology, as well as Indigenous healing definitions. Ceremonies of Awakening are reviewed in relation to dreams, therapist and shaman parallels, and spiritual power.

Indigenous Psychologies II

DPC 860, 2 Units

Psychological knowledge with scientific ambitions has primarily emerged in the Western World. New movements around the world are seeking to create ownership of knowledge in an expanded sense as a means of liberation from centuries of intellectual imposition maintained by hegemonic regimes of truth. Systems of scientific knowledge were built in the Western hemisphere to erase Indigenous knowledge through the colonization and imperialistic

exploitation of lands and peoples. Evidences of the devastating pervasive impacts of these Western colonial systems are epistemicide, ecocide, and genocide of many Indigenous cultures. However, Indigenous cultures are still thriving, resisting colonial impositions in knowledge and being, and planting seeds of hope and liberation proposing holistic cosmovisions that delink from the Anthropocene.Indigenous movements have sprouted everywhere. One of them is Indigenous psychologies that are proposing emic versus colonial-etic research, decolonial epistemologies, axiologies, methodologies based on Indigenous cosmogonies to co-construct knowledge "otherwise." These movements are furnishing the making of a promising Indigenous psychologies that can address the numerous challenges of our time such as continued colonization, racism, war, militarization, violence, and the desecration of the environment (ecocide)—to name a few. This course addresses the plurality of perspectives and voices representing decolonial analyses of psychological phenomena in diverse geopolitical settings. Students critically apply Indigenous Psychologies' methodologies, tools, and approaches to dismantle the interplay of intersubjective relationality and intersectionality in the understanding of psycho-cultural phenomena. The interaction of self-subject-culture-polis-ecology will be used to co-construct a pluriversal decoloniality in Zapatistas' own words: "in a world where many worlds fit."

Reflexive Community Praxis II

DPC 890, 2 Units

In this course students continue to reflect critically on and present orally and visually their second community praxis projects by applying theories informed by analyses of intersectionality and coloniality. They examine how depth, community, liberation, Indigenous, and eco-psychologies oriented their work, what their projects can contribute to these disciplines, their methodological choices, and how these impacted data analysis, findings, and theory building. Data analyses methodologies are applied to stories and images gathered in praxis projects. Scholarly and participatory dissemination venues are practiced, such as oral presentation, development of conference posters, creation of digital presentations, and various publication venues.

Liberation Studies and Action

DPC 965, 2 Units

Roderick Watts coined the term "liberation studies and action (LiSA)," reminding liberation psychologists that psychology is not sufficient for the challenges we face. We need to work in a transdisciplinary manner (i.e., arts, spirituality, economics, history, philosophy, civil resistance) to create the social movements that are needed to achieve greater justice, dynamic peace, and sustainability. This course will distill lessons learned from liberatory social movements that can be used in our current and future work.

Depth Psychology of Violence and Its Prevention
DPC 731, 2 Units
With the hope of deepening our capacities for the prevention of violence, we will explore the relationship between structural, intrapersonal, and interpersonal violence in a variety of cultural settings, and the psychological theories that account for it. Innovative community and ecological approaches to violence reduction programs will be presented.

Ecopsychology I: Earth Democracy
DPC 732, 2 Units
Ecopsychology is an important corrective to Western psychology by underscoring what many other societies have understood: that our human selves are part of a vast nexus that includes not only other selves, but animals, plants, earth, water, and sky. Ecopsychology helps us to rethink nature and psyche at once and together, and to illuminate our place as humans within the surrounding environment. Environmental justice helps us to focus not only on nature's effects on us as humans, but on humans' destructive effects on nature and the disproportionate distribution of these effects to marginalized (or disenfranchised) communities. These foundations help us to live and work to create what Vandana Shiva has named as Earth democracy, where economic justice and environmental responsibility supplant greed and violence.

Ecopsychology II: Environmental and Earth Justice
DPC 847, 2 Units
Ecopsychology introduces into Euro-American psychology knowledge common to Indigenous environmental justice leaders and their communities: the idea that all living beings are part of a complex web of interconnection, and that culturally embedded strategies for ecological sustainability are critical to the Earth's future. Knowledge in this area can provide insights and opportunities for dialogue with Westernized modes of thought that not only separate humans from other-than-human nature, but segregate some communities from others and needed resources, disproportionately exposing them to toxicities, and other forms of violence. This course connects structural violence imposed on human communities with violence against other-than-human nature, emphasizing the role of racial disparities, neoliberal corporate and state interests in undermining local economies and ecologies, and environmental and earth justice movements that address this destruction.

Critical Topics in Environmental Justice
DPC 832, 1 Unit
This course explores ecopsychological approaches to selected environmental issues, such as climate change, environmental justice, interspecies communication, sustainability, addiction to consumerism, and the human/earth interface.

Critical Topics in Liberation Psychology

DPC 964, 1 Unit

This course offers theoretical and experiential study of various participatory, dialogical, and restorative approaches being developed throughout the world to foster critical consciousness, build community, reconcile divisive differences, heal community trauma, transform oppressive social conditions, and imagine utopic possibilities.

Decolonizing Pedagogies

DPC 992, 2 Units

In this culminating course, students create their philosophies of teaching, and then embody them as they teach the work that draws them into their dissertations and professional work beyond the dissertation. This course fulfills the oral exam requirement. *Pass/No Pass*

Current Topics in CLIE Ia

DPC 891a, .66 Unit

This course will explore current topics within Community, Liberation, Indigenous, and Eco-psychologies. *Pass/No Pass*

APPROACHES TO GROUP AND COMMUNITY PRACTICE

These didactic-experiential classes introduce students to a variety of dialogical, somatic, and arts-based approaches to community issues and dynamics, building capacities to listen across differences, creatively address conflict and division, create pathways to individual and community healing in the aftermath of trauma, and to rehearse for desired futures.

Circle Practices

DPC 871, .67 Unit

Circle practices build on ancient traditions of cultures around the world. They draw upon rituals of coming together as a community, listening to one another, weaving appreciative relationships, honoring the contributions of all participants, and strengthening the collective responsibility to the group. Attention will be given to the application of circle practices in educational, community, and organizational environments. *Pass/No Pass*

Critical Community Inquiry

DPC 872, .67 Unit

In this experiential course, students will be introduced to collective processes for group inquiry. Practices are rooted in critical feminisms, critical race and queer theories, and Indigenous epistemologies to address conflict and community transformation.

Performance Ecologies I

DPC 873, 2 Units

This course exposes students to an array of performance methodologies and techniques to think critically about and apply the powerful agency of performance in creative settings such as, theater, dance, music, visual arts, education, community activism, and sovereignty movements worldwide. Students will engage in contemporary approaches to create and analyze collaborative performances

within ecological, historical, and sociopolitical contexts and their enactments in everyday life.

Performance Ecologies II

DPC 889, .66 Unit

This course expands the work of Performance Ecologies I to deepen student theory and application of performance methodologies and techniques.

Restorative Justice

DPC 875, .67 Unit

From Gacaca rituals in Rwanda to juvenile restorative justice courts in the U.S., people are exploring both old and new alternatives to retributive justice. In the hope of re-including perpetrators into the human community, practices are developed to share the effects of the action in question and to search for ways to make human recompense, opening the path for forgiveness, mutual understanding, and community inclusion.

Reconciliation and Peacebuilding

DPC 740, 2 Units

This course explores how cycles of revenge can be interrupted, as well as how efforts of reconciliation and reparation in post-conflict situations can pave the path to ongoing and sustainable peace. The limits of peacebuilding in the aftermath of violent conflict will be confronted.

Performance Studies: Collective Creation and Community Based Performance for Social Transformation

DPC 895, 2 Units

This course introduces students to a range of perspectives on popular, community based, collective, activist, and experimental performance practices in order to consider the transformative potential of cultural production. Approaching performance as both an object and method of inquiry, students will gain familiarity with some of the embodied practices and representational politics of arts-based activism, collective movement building, and ensemble-based devising.

COMMUNITY PRAXIS AND PARTICIPATORY RESEARCH

Through participatory and dialogical research and praxis, students learn how to apprentice to community groups and issues, to be a witness to the ongoing work of such groups, to work collaboratively toward mutually desired transformations and actions, and to evaluate to what extent these goals have been reached. Research approaches—such as hermeneutic, phenomenological, critical, art-based, participatory action, and feminist—enable students to deeply engage a group's questions and concerns, while deepening ethical discernment around issues of power and privilege and the impacts of ongoing coloniality to propose actions toward decoloniality.

Community Praxis Preparation I

DPC 783A, 1 Unit

This course is an introduction to DPC 783 where students work with a Community Praxis advisor to discern their summer externship and develop a proposal. *Pass/No Pass; No Incompletes*

Community Praxis Preparation II

DPC 883A, 1 Unit

This course is an introduction to DPC 883 where students work with a Community Praxis advisor to discern their summer externship and develop a proposal. *Pass/No Pass; No Incompletes*

Foundations for Research in Depth Psychology: Participatory and Qualitative Inquiry

DPC 881, 2 Units

Students are introduced to a set of theoretical frameworks and methodological tools to engage in qualitative inquiry in community and ecological settings. The participatory research paradigms presented draw on standard qualitative methods, along with Indigenous, visual, arts-based, participatory, and emergent methodologies. Stated inquiry goals to address the disruption of social, economic, and environmental injustice and coloniality. Research design within this framework requires that inquiry be conducted collaboratively with community members, to foster individual and group self-reflection, and to value and share local knowledge sources and strategies for social transformation.

Community Praxis I

DPC 783, 4 Units

This summer externship helps students to create a bridge from their growing theoretical knowledge of depth, community, indigenous, and liberation psychologies to developing community praxis that support well-being, ecological sustainability, and liberation. Through participatory work with projects connected to a contemporary cultural, community, or sociopolitical issue that interests them, students explore and practice applications of theoretical and experiential learnings from all areas of the curriculum. *Prerequisite: DPC 783A; Pass/No Pass*

Community Praxis II

DPC 883, 4 Units

In this externship students either return to the site of their first Community Praxis or choose a new one. Some projects may involve the student in the ongoing work at that site; some may involve work that is initiated by the student through participatory methodologies. Students are encouraged to engage in pilot research to practice methodological skills that will assist them in future research. Through engagement and solidarities with the community or group where they are working, students may generate research questions that can be explored using various qualitative, arts-based, post-qualitative, indigenous, and participatory approaches. *Prerequisite: DPC 883A; Pass/No Pass*

Reflexive Community Praxis I

DPC 880, 2 Units

Students critically reflect on and present orally and visually their community praxis projects considering impacts through the application of theories informed by analyses of intersectionality and coloniality. They examine how depth, community, liberation, Indigenous, and eco-psychologies oriented their work and what their projects can contribute to these disciplines. Scholarly and participatory analyses of praxis projects are explored, including approaches

to oral presentation, development of conference posters, creation of digital presentations, as well as various publication venues.

Hermeneutic and Phenomenological Traditions
DPC 991, 2 Units
This course introduces students to hermeneutics and phenomenology, two broad philosophical traditions that underlie the theory and practice of research in depth psychology. Historical, conceptual, and methodological foundations of both traditions are examined. Critical problems and conundrums in the theory and practice of hermeneutics and phenomenology are addressed, as well as cultural and ethical perspectives and implications. Students gain hands-on practice in doing decolonial phenomenological analysis and feminist voice-centered analysis.

Social Network Analysis
DPC 878, 1 Unit
Students will learn the theory and methodological approaches to conduct Social Network Analysis. They will learn how to assess group and community relations and to determine pathways to improve community health, identifying key organizational and community assets to design and evaluate community and group interventions.

Advocacy and Policy Development
DPC 886, 2 Units
This course will focus on processes and outcomes of community advocacy that address policy development for sustainable systems change. Students will learn skills in analyzing the social, cultural, economic, and ecological impacts of policies. Strategies and interventions that mobilize communities to participate in advocacy and policy development from the bottom up will be highlighted. Further, students will understand, analyze, and evaluate diverse procedures such as rapid response briefs, bills, and ordinances to influence legislation. Depth psychological factors that influence community mobilization will shed light into conscious and unconscious dynamics that emerge in the process of coalition and partnership formations to effect sustainable policy change. Important lessons learned from community case studies will bring these strategies and techniques into real life scenarios from which students will learn how to apply skills to influence policy development for social and environmental justice.

Community Program and Organization Evaluation
DPC 879, 2 Units
Students will learn to conduct community program and organizational evaluations using empowerment and participatory frameworks, as well as other types of evaluation data to determine processes and outcomes of interventions and collective action. Students will learn to interpret results and apply lessons learned for community and organizational growth and development. Particular emphasis will be given to the importance of worldview and political ideology in addressing evaluative inquiry and the framing of a participatory and empowering evaluation approach. Students will learn to design

evaluations, develop evaluation plans, and align evaluation questions to program and organizational learning needs. In addition, students will learn to conduct needs assessments, define and prioritize program goals and objectives, and develop procedures and techniques to identify evaluation data sources and target population. Emphasis will be placed on participatory and empowerment evaluation approaches that increase program sustainability.

Practicing Decoloniality and Anti-Racism
DPC 926, .67 Unit
This course will examine theories of decoloniality and analyze how they could be applied in various community contexts, including that of American education. We will develop effective practices of decoloniality, anti-racism, and resistance to modernist paradigms. Participants will work on recognizing racist micro-aggressions. As a group, we will discover ways to become transformative witnesses and accomplices, rather than bystanders to multi-level structural systems of oppression.

Special Topics in Liberatory Qualitative Inquiry
DPC 930, 2 Units
This course will explore current and emergent areas in qualitative inquiry, including new empiricisms, art-based methods, and Indigenous methodologies. Students will engage in practicum projects to develop theorization, data collection and analysis skills, with an emphasis on liberatory goals.

Participatory Research Practicum: Creating an Interpretive Community
DPC 990, 2 Units
Students will work with a variety of qualitative interpretive frameworks, including visual, participatory action research, and thematic analysis, in order to learn how to strengthen their data collection skills. Students will apply various methodological approaches that promote participation, inclusion of diverse and conflicting voices and worldviews, and crystallization of data interpretation. By engaging together in research, students will deepen their sensitivity to ethical issues and the impact of social location within the structural factors that continue to maintain coloniality on data collection and interpretation, as well as practice strategies in the analysis of their own experiences. Students will learn how to use research results for transformative social change. Emphasis will be given to the importance of “giving psychology away” throughout the research process and in developing research products for community use and sustainable systems change.

Dissertation Development I
DPC 932A, .67 Unit
The Dissertation Development three-course sequence provides the framework for writing the Concept Paper, which serves as the basis for the dissertation proposal. The focus of the first course is on crafting a research question/area, establishing the purpose of the research, and drafting a literature review. *Pass/No Pass*

Dissertation Development II

DPC 932B, .67 Unit

Students design a research methodology and ethical procedures for addressing their research question. *Prerequisite*: *DPC 932A; Pass/No Pass; No Incompletes*

Research Writing: Conceiving the Dissertation

DPC 933, 5 Units

This course is designed for the completion and approval of the concept paper. Students refine their research question and literature review, and hone their methodology for submission of a final concept paper. *Prerequisites*: *DPC 932A, DPC 932B; Pass/No Pass*

Dissertation Writing

DPC 980, 15 Units

During this course, students assemble their dissertation committees, write their proposals, conduct their research, complete the dissertation process, and defend their dissertations in a public forum. This course may be taken concurrently with other courses. Additional fees are assessed for this course. *Prerequisites: DPC 932A, DPC 932B, DPC 933; Pass/No Pass; No incompletes*

Current Topics in Community, Liberation, Indigenous, and Ecopsychologies I

DPC 891, .67 Unit

This course will explore current topics within Community, Liberation, Indigenous, and Ecopsychologies. *Pass/No Pass*

Current Topics in Community, Liberation, Indigenous, and Ecopsychologies II

DPC 892, 1 Unit

This course will explore current topics within Community, Liberation, Indigenous, and Ecopsychologies.

Current Topics in Community, Liberation, Indigenous, and Ecopsychologies III

DPC 893, 1.33 Units

This course will explore current topics within Community, Liberation, Indigenous, and Ecopsychologies.

Current Topics in Community, Liberation, Indigenous, and Ecopsychologies IV

DPC 894, 2 Units

This course will explore current topics within Community, Liberation, Indigenous, and Ecopsychologies.

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 90 quarter units for the Ph.D. to fulfill the degree requirements for graduation. A minimum grade of C is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
2. Students must attend at least 2/3 of each course.

3. During the second year of coursework, students must pass a written comprehensive examination. The M.A. degree is awarded when the exam is passed and 50 units of first and second year coursework and fieldwork, and 60 hours of depth transformative practices are completed.
4. Students must petition to proceed with the third year. Faculty approval is based on a comprehensive review of coursework, exam results, writing skills, and readiness to conduct research.
5. Students must pass an oral examination at the end of the third year of coursework.
6. Students must submit and defend an original dissertation accepted by the faculty.

COMPREHENSIVE EXAMINATIONS

The comprehensive examinations consist of a written portion at the end of the second year, and an oral portion at the end of the third. The written examination is designed to assess knowledge gained in the first two years, and is a requirement for the awarding of the M.A. degree.

The third year oral examination consists of the student's formal oral presentation addressing the ways the three years of study have informed and seeded their work leading to the dissertation.

DOCTORAL DISSERTATION

The dissertation process involves the completion of Dissertation Development and Dissertation Writing courses. Students must have completed all requirements for the M.A. degree and have an approved concept paper before enrolling in Dissertation Writing. The Dissertation Committee is comprised of a Chair, an Internal Reader, and an External Reader. Each member of the committee must possess an earned doctorate based in part on a dissertation unless this requirement is waived by the Program Chair.

OTHER REQUIREMENTS: COMMUNITY PRAXIS I AND COMMUNITY PRAXIS II (DPC 783, 883)

Students are required to arrange for implementation of their community praxes in their home communities or other settings during the first and second summers. A minimum of 100 hours of direct participation in a setting, and 100 hours of related reading, writing, and reflection are required in the first and second summer, the number of hours of direct participation may be modified if in-depth data analysis is required.

NOTE: The Depth Psychology Program and its specializations are designed to provide students with knowledge of theoretical traditions of depth psychology and its contemporary applications to personal, cultural, community, and ecological health and well-being. The program does not prepare students to become licensed or to practice psychotherapy, nor does it arrange or administratively support traineeships, pre- or post-doctoral internships, or other practice requirements related to licensure.

Ph.D. in Depth Psychology

With Specialization in Integrative Therapy and Healing Practices

An innovative doctoral specialization that re-imagines approaches to therapeutic practice, enhances and supports the individuation work of students, and integrates the essential perspectives of depth psychology and applied healing traditions.

This doctoral specialization cultivates an integrative approach to professional development in the art and science of therapeutic practice and offers diversity and inclusion frameworks. The specialization honors the healing traditions of the world and societal, environmental, and other contextual impacts on psychological health. Working with leading faculty, students in this program engage in a journey of personalized education that fosters their practice and supports them in making important and original scholarly contributions to their fields.

For established and emerging practitioners, we invite you to join a diverse group of academic and practice-oriented professionals who are called to deepen their applied work through an integrative study of healing based on the visionary aspects of depth psychology. Become a part of a learning community focused on exploring the critical connections between psychology, spirituality, contextual frameworks, soma and psych, the arts, and healing.

We welcome students with a deep personal calling to their therapeutic work, individuals with profound curiosity about themselves and the world, and lifelong learners devoted to a transformative engagement with diversity and inclusion, the numinous, the psyche, and the natural world.

Students arrive on campus once per quarter for five days (Monday through Friday) for residential learning retreats surrounded by the natural landscape of Pacifica's Lambert campus. Students and faculty work together to integrate essential healing traditions and contemporary research—drawing

from indigenous and ancient practices, multicultural and contemporary perspectives, transdisciplinary frameworks, and emerging science on human experience, complexity, and consciousness.

The Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practices requires master's-level education and training in a distinct healing-oriented profession. The program is ideal for diverse practitioners in the following professions, including (partial list):

- Psychotherapists and Psychologists
- Marriage and Family Therapists, Social Workers, and Professional Counselors (licensed or pre-licensed)
- Health and Medical Professionals (Nursing, Physicians, Allied Health Providers)
- Jungian Analysts and Psychoanalysts
- Specialized Addiction Treatment Counselors
- Expressive Arts Therapists
- Spiritual and Pastoral Counselors
- Health and Wellness Practitioners with Advanced Training
- Other Qualified Consultants and Counselors

Students develop important mentoring relationships with Pacifica's unique faculty that include: Jungian analysts, clinical psychologists, psychiatrists, psychodynamic therapists, systems therapists, archetypal psychologists, spiritual counselors, health and medical professionals, and advanced scholars in research, mythology, and the humanities.

This academic specialization includes nine quarters of coursework over three academic years, followed by completion of an original dissertation emanating from the student's own selected area of research interest. Students in this program:

- Join an advanced doctoral cohort of diverse professionals collaborating and deepening their work with clients and themselves.
- Explore the growing field of depth psychological research and develop perspectives that help address the critical needs of our world.

- Develop a greater capacity to work symbolically with images, dreams, symptoms, complexes, and synchronicity.
- Work towards becoming advanced practitioners, academic educators, supervisors, or scholarly researchers in the field.
- Examine the critical underpinnings of therapeutic processes and the broad range of theoretical approaches to mental, physical, and spiritual well-being.
- Build mentoring relationships with distinguished faculty and experts devoted to supporting students in deepening their practice and their individuation journey.
- Study the works of leading scholars who have bridged psychological, cultural, mythological, historical, and social traditions to advance broader understandings of human experience.
- Develop advanced skills in important practice areas, such as somatic healing, sexuality, dream work, and spirituality.
- Investigate the important connections between the health of an individual or group and the health of their environment and culture through courses that consider ecology, collective trauma, social justice, and cross-cultural dynamics.

CURRICULUM OVERVIEW

ACADEMIC FORMAT

Students matriculating in the Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practice in fall 2024 will come to campus for residential sessions that will take place once each quarter for five days from Monday through Friday. The web-enhanced learning components occur throughout the program. There will be no summer quarters.

FIRST YEAR

Fall

Foundations of Depth Psychology for the Healing Professions – DPH 730, 2 Units

Jungian Psychology and Contemporary Healing I: Applied Theory and Practice – DPH 761, 2 Units

Foundations of Scholarly Research and Writing – DPH 784, 2 Units

Winter

Imaginal and Experiential Dimensions of Therapeutic Practice – DPH 962, 2 Units

Cultural Dimensions of Psychological Life: Collective Trauma, Cultural Healing, and Social Justice – DPH 830, 2 Units

Archetypal Psychology: Re-Visioning Approaches to the Psyche – DPH 762, 2 Units

Selected Topics I – DPH 974, .50 Unit

Spring

Dissertation Development I: Imagination, Calling, and Rigor in Doctoral Scholarship – DPH 832, 2 Units

Healing Narratives: Writing Compelling Practice Studies and Client Stories – DPH 785, 2 Units

The Relational Field I: Theoretical Distinctions and Expanded Paradigms – DPH 763, 1.5 Units

Practice Consultation Groups I – DPH 750, 1.5 Units

SECOND YEAR

Fall

Psyche and the Sacred: Psychology and Spirituality in Dialogue – DPH 920, 2 Units

The Inner Landscape of Dreams and Active Imagination – DPH 780, 1.5 Units

Depth Approaches to Psychopathology – DPH 760, 2 Units

Practice Consultation Groups II – DPH 751A, 1.5 Units

Winter

Interpersonal Neurobiology, Affective Neuroscience, and Depth Psychology – DPH 870, 2 Units

Eco-Spirituality and Eco-Therapy – DPH 732, 2 Units

Selected Topics II – DPH 992, 1.5 Units

Practice Consultation Groups III – DPH 850, 1.5 Units

Spring

The Relational Field II: Psychic Pain and the Human Condition – DPH 863, 2 Units

Written Comprehensive Examination – DPH 899, 1 Unit

Dissertation Development II: Qualitative and Mixed Methods Research – DPH 782, 2 Units

Practice Consultation Groups IV – DPH 851A, 1.5 Units

THIRD YEAR

Fall

Body, Mind, and Soul in the Healing of Trauma: Somatic, Neurological, and Archetypal Approaches – DPH 975, 2 Units

Advanced Dissertation Development – DPH 944, 2 Units

Working with Illness and Death: East-West, Depth, and Indigenous Perspectives on Suffering – DPH 894, 2 Units

Practice Consultation Groups V – DPH 852, 1.5 Units

Winter

Jungian Psychology and Contemporary Healing II: Engaging Complexity and Diversity – DPH 861, 2 Units

Selected Topics IIA – DPH 990, 1 Unit

Selected Topics III – DPH 993, 1.5 Units

Practice Consultation Groups VI – DPH 950, 1.5 Units

Spring

Psyche, Soma, Cyborg – DPH 781, 2 Units

Enacting the Oral Tradition: Oral Comprehensive Presentation – DPH 994, 2 Units

Practice Consultation Groups VII – DPH 951, 1.5 Units

CONTINUING

Dissertation Writing – DPH 999, 15 Units

This curriculum may vary depending upon changing academic needs. Selected courses may have online components. The required two-year dissertation period, following coursework, focuses on scholarly research and writing.

The program will also feature a series of special seminars and lectures on a range of important practice areas, such as: Addictions, Dream Tending, Family Systems Theories, Sexuality and Gender, Organizational and Group Dynamics, Jung and Shamanism, Expressive and Therapeutic Arts, Healing Mythologies, Sociopolitical Contexts and Cultural Complexes, Adverse Childhood Experiences and Wellness, Shadow and Power in the Healing Professions, The Meaning of Integration, Evolution of Jungian Analysis, James Hillman's Cultural Critique of Psychology, Alternative Healing Arts, Inner Life and Trauma, Somatic and Implicit Processes, Jung's Red Book, Indigenous Healing Traditions, Treating the Soul in the Health and Medical Professions, Yoga Therapy, Therapeutic Vocations and Careers, and other current issues and movements influencing the healing professions.

THEORY AND TRADITIONS OF DEPTH THERAPY AND HEALING PRACTICES

Foundations of Depth Psychology for the Healing Professions
DPH 730, 2 Units

Depth psychology acquired its name in 1910, but its lineage reaches back into antiquity across many cultures, philosophies, and disciplines of wisdom and practice. This course will trace that lineage by conversing with the ancestors of the field: ancestors from Mesopotamia, Africa, Asia, Europe, and other parts of the world. Students will learn the approaches they developed and see them move forward from healing and reflective arts in antiquity to include, in the present, various schools of analytical, relational, existential, humanistic, family, post-modern, multicultural psychology, psychoneuroimmunology, trauma, and affective research frameworks. The course will also explore and appreciate what complimentary healing practices, somatic psychology, multicultural and gender contexts, ecopsychology, mythology, cosmology, alchemy, and systems/complexity theory have contributed to depth psychology as we dream it onward in theory and in practice.

Jungian Psychology and Contemporary Healing I: Applied Theory and Practice
DPH 761, 2 Units

Students learn classical Jungian concepts such as ego, persona, shadow, Self, complex, archetype, collective unconscious, transcendent function, and individuation. The course explores dreams, active imagination, typology, and transference/ countertransference considerations in the context of Jung's approach to therapeutic practice and complimentary healing contexts. Contemporary perspectives and applications of Jungian thought are demonstrated through readings that elucidate Jung's original work and modern integrations. The course pays particular attention to how various forms of trauma and unwellness may be viewed on multiple levels from the personal and cultural-

historical to the archetypal, somatic, mythic, and imaginal. These approaches are compared and contrasted with traditional and current psychoanalytic theory and practice with emphasis on the unique framework of what is being asked of depth psychology in the world today and in the context of integration, transdisciplinary frameworks and equity and inclusion.

Imaginal and Experiential Dimensions of Therapeutic Practice

DPH 962, 2 Units

This course explores the traditions that comprise the field of imaginal psychology and elaborates the unique features of imaginal approaches to therapeutic work that flow from depth psychological and transdisciplinary perspectives. Students develop an imaginal approach to issues such as transference, unconscious processes, physical and emotional symptoms, and dreams, and foster sensitivity to the symbolic depths and metaphorical richness emerging in therapeutic relationships and expanded considerations of such including cultural, ecological and technological impacts and complimentary healing practices. In this course, one's integrative practice is regarded as a vocational commitment in which the awakened heart is the organ of vision essential to support healing and embodiment. Pass/No Pass

Jungian Psychology and Contemporary Healing II: Engaging Complexity and Diversity

DPH 861, 2 Units

Explore the phenomenon of synchronicity, a discovery that marked a new creative phase in Jung's later work that has far-reaching theoretical and therapeutic implications. Synchronicity involves a redefinition of reality based on acausality, nonlocality, complexity and emergence, and the understanding that the inner world of psyche and the outer world of matter correspond to each other. Students examine the implications of these shifts for practice, including the centrality of the dream, visionary experiences, and the religious function of the psyche.

Relational Field I: Theoretical Distinctions and Expanded Paradigms

DPH 763, 1.5 Units

Students are invited into discussions about contemporary developments in psychodynamic and psychoanalytic practices, which place human relationships and mutuality at the center of the therapeutic and healing endeavor. The discussion expands to integrating considerations of subtle energy aspects of the intersubjective field and includes human-animal relations, relationships with nature, and cultural and sociopolitical impacts on relationality. Relational psychology must include the "easy" and "difficult" questions of consciousness and the assumed boundaries and phenomenology of such as well as what it means to be "other" and experiences of embodiment and attunement. Dissociative defenses, resistance, transference and

counter-transference, therapeutic alliance, mutual construction of meaning, somatic, internal family systems, and waking and dream imagery enter the relational field.

Relational Field II: Psychic Pain and the Human Condition
DPH 863, 2 Units
Students look at approaches to specific situations and pathological structures, and foster a deeper understanding of the dynamics and presentations of various psychological symptoms including narcissist and borderline conditions, as well as the relational components of addictions and recovery. This course continues the student's explorations of relational theorists since Freud, including Kohut, Klein, Bion, and others. It focuses primarily on current trends in contemporary psychodynamic and psychoanalytic theory with applied techniques for working with individual and group dynamics and does so from the perspective of equity and inclusion.

Archetypal Psychology: Re-Visioning Approaches to the Psyche
DPH 762, 2 Units
Focusing primarily on the work of James Hillman, this course describes the Jungian roots and core ideas of archetypal psychology, including the reality of the psyche, its plural nature, and the importance of the image. Students examine Hillman's critique of clinical psychology and analytical practice and his call to enlarge the frame of practice to include myth, metaphor, and culture. Using practice material provided by students, lectures and discussions explore how archetypal psychology calls for a re-vision of many traditional therapeutic strategies and approaches.

Depth Approaches to Psychopathology
DPH 760, 2 Units
This course explores the original formulations of psychopathology and its diverse expressions. Students study theories of character formation and look at the major character disorders, neuroses, and states both from the point of view of their phenomenology and their unconscious underpinnings. Students explore the ways in which theorists of different schools have approached disorders and have offered distinctive therapeutic approaches, with an emphasis on depth-oriented contributions.

Interpersonal Neurobiology, Affective Neuroscience, and Depth Psychology
DPH 870, 2 Units
Contemporary research across a number of disciplines, ranging from systems theory and depth psychology to neuroscience, somatic studies, and contemplative/spiritual practice, are leading to a paradigm shift in our understanding of the mind/brain. These new research findings illustrate the principles of transformation common to living systems, including various hypotheses concerning the evolutionary role of ancient subcortical, emotional, bodily, and imagistic processes. Students explore embodied models emphasizing intersubjectivity, phenomenology, nonlinearity, and self-organization; centering on the prototypic

concept of regulation and the relationship between trauma, the HPA Axis, polyvagal considerations, immune function and epigenetics. Using our current neurobiological understandings of subjective states, consciousness, complexity and emergence, and subtle energy aspects, the course will describe contemporary issues such as nature of the self and the radical interdependence of psyche, nature and culture.

Psyche, Soma, Cyborg

DPH 781, 2 Units

Quasi-human monsters, physically wounded, disfigured, or enhanced in unnerving ways, figure large in cultural works including literature and cinema. These images of the Other express some of humanity's deepest fears and most poignant longings. As manifestations of the Jungian shadow, they also offer a deeper sense of our whole humanity. This course examines a particular fantasy of the monstrous in the Western imagination—the enhanced human or cyborg—a creature who is manufactured, not born, the offspring of humanity's long love affair with technology. In an age that has decisively dissolved the human-machine interface to such an extent that few people in the first world can live without their technology, be it smart phones or Facebook pages, one may meaningfully ask, how am I cyborg? Also explored are somatic aspects regarding considerations of embodiment and integration as students reflect on their own lives and practices.

THERAPY INFORMED BY THE HUMANITIES, ARTS, AND SCIENCES

Eco-Spirituality and Eco-Therapy

DPH 732, 2 Units

C.G. Jung wrote, "If one touches the earth one cannot avoid the spirit." Nature is the bedrock of spirit and spirit the life force of the natural world. Traditionally, depth psychology has explored the union of nature and spirit and the healing that comes about through conscious engagement with such. Post-Jungian interest in the advent of complexity theory expands this conversation and considers parallels with ancestral/indigenous ways of knowing that include practical applications of plant medicine and subtle energy considerations. As such, this course departs from the modernistic fantasy of separation of humankind from nature and explores a psyche that is rooted in nature, infused by spirit, and at the same time deeply personal. In other words, consciousness is not separated with categorical distinctions such as mind/spirit and body/nature. This course fosters an integral approach to healing that addresses the large and important scope of the societal and environmental issues we face today.

Cultural Dimensions of Psychological Life: Collective Trauma, Cultural Healing, and Social Justice

DPH 830, 2 Units

An integrative approach to the healing of collective trauma and issues of social justice requires a collaborative study between important contemporary approaches and indigenous traditions of healing.

Moreover, psyche, soma, and culture are interdependent and co-arising phenomena. To nourish this understanding, theorists who have focused on the cultural dimensions of the psyche will be studied. In addition, this course will review diverse expressions through LGBTQ culture, sexual fluidity, and archetypal expressions of gender. The course explicitly acknowledges the historical contexts of language and honors non-binary conceptualization and inclusivity. Students will look at emerging research on the impacts of various forms of trauma, from natural disasters to the effects of genocide, human trafficking, poverty, marginalization, and war. The causes of psychosocial and collective trauma, such as racism and the oppression of specific communities, will be thematized and examined. Students will explore the necessary work for justice (social, economic, and environmental) and study restorative techniques designed to address the critical peace-building efforts needed to support healing on individual and group levels.

Selected Topics I

DPH 974, .50 Unit

Selected Topics courses are offered each year to focus on particular areas of depth inquiry as decided by the program. These may include, but not be limited to, indigenous psychology, digital life, the problem of evil, sanctuary medicine and complimentary healing practices, restorative practices, community engagement and depth psychology, trauma contexts, somatic contexts, Earthdreaming, and quantum system frameworks, Jungian and Post-Jungian, and the arts in healing.

Selected Topics II

DPH 992, 1.5 Units

Selected Topics courses are offered each year to focus on particular areas of depth inquiry as decided by the program. These may include, but not be limited to, indigenous psychology, digital life, the problem of evil, sanctuary medicine and complimentary healing practices, restorative practices, community engagement and depth psychology, trauma contexts, somatic contexts, Earthdreaming, and quantum system frameworks, Jungian and Post-Jungian, and the arts in healing.

Selected Topics II A

DPH 990, 1 Unit

Selected Topics courses are offered each year to focus on particular areas of depth inquiry as decided by the program. These may include, but not be limited to, indigenous psychology, digital life, the problem of evil, sanctuary medicine and complimentary healing practices, restorative practices, community engagement and depth psychology, trauma contexts, somatic contexts, Earthdreaming, and quantum system frameworks, Jungian and Post-Jungian, and the arts in healing.

Selected Topics III

DPH 993, 1.5 Units

Selected Topics courses are offered each year to focus on particular areas of depth inquiry as decided by the program. These may include, but not be

limited to, indigenous psychology, digital life, the problem of evil, sanctuary medicine and complimentary healing practices, restorative practices, community engagement and depth psychology, trauma contexts, somatic contexts, Earthdreaming, and quantum system frameworks, Jungian and Post-Jungian, and the arts in healing.

Body, Mind, and Soul in the Healing of Trauma: Somatic, Neurological, and Archetypal Approaches

DPH 975, 2 Units

Attachment theory, developed by Bowlby and Ainsworth, is now confirmed and extended by contemporary neurobiological research, and points toward the complex interconnections between the body, mind, and spirit. This course examines the renewed emphasis on somatosensory awareness in therapeutic practice, a reversal of the cultural legacy of Cartesian dualism and colonialism that continues to affect many healing modalities. Kalsched's archetypal perspective extends awareness of the healing process and dimensions of traumatic experience, including a careful exploration of the means necessary to support the individuation journey. Included are recent approaches to addressing adverse childhood experiences (ACES) in community endeavors such as childhood wellness centers, the role of traumatic stress on the immune system in one's lifespan as well as intergenerationally, and compassionate approaches to working with physical, spiritual, and emotional unwellness. Individual, collective, cultural and gender contexts are explored. Students learn core principles and skillful use of a whole-person approach to trauma and develop a felt sense of the embodied psyche in their professional practice.

Psyche and the Sacred: Psychology and Spirituality in Dialogue

DPH 920, 2 Units

The psyche's capacity and affinity for sacred experience, as expressed in religion, ritual, and encounters with the numinosum, continually remind us of the importance of a spiritual consideration in all psychological work. Jung once said that all psychological problems are essentially religious problems. If true, this idea becomes especially interesting to practitioners in the ways it calls for a revision of our notions of self, suffering, pathology, and of approaches to treatment. This course explores ways that many therapists and helping professionals might work with the religious function of the psyche.

Working with Illness and Death: East-West, Depth, and Indigenous Perspectives on Suffering

DPH 894, 2 Units

This course will integrate critical perspectives from Eastern and Indigenous traditions in the context of working with those who are facing the uncertainties of illness and death. The course will compare and contrast these approaches with depth and Western orientations and invite elders to share their perspectives. Students will explore their own family, ancestral, and spiritual traditions around illness and death and review the impact of adverse childhood

experiences on the immune system. Students will explore their own capacity for ambiguity, compassion versus sympathy, transference and countertransference in companioning others, somatic responses, and emergent imagery. The course will further inquire into spirituality, questions of consciousness, interdisciplinary communication, ecotherapeutic considerations, and potential roles of complimentary healing modalities and environments in serving the needs of others in the face of suffering as well as attending to meaning-making and the inevitability of one's own death.

INTEGRATED PRAXIS: RESEARCH AND CASEWORK

The Inner Landscape of Dreams and Active Imagination

DPH 780, 1.5 Units

Throughout time and across cultures, dreams have opened the door to the psyche, offering contact with the transcendent and nourishment for the soul. This class considers Jungian and post-Jungian approaches to the dream and explores their careful integration into therapeutic work. The main focus of the class is on developing personal ability in relating to dreams. We invite a lived experience of dream consciousness to be present by sharing our own dreams and images throughout the class.

Foundations of Scholarly Research and Writing

DPH 784, 2 Units

This course invites students to contemplate how the fathomless psyche affects the process of research. Taking seriously the core philosophical assumption of depth psychology, the reality of the unconscious, introduces profound shifts in one's ontology, epistemology, and methodology. In light of this, what can researchers claim to know and how do they know it? This course introduces students to some of the key ideas that affect research including psyche, archetype, image, and the imaginal, based upon epistemologies that are inclusive, multicultural, and decolonizing. The course explains Jung's technique of active imagination, and teaches close reading and textual analysis as part of a general introduction to the practice of hermeneutics. It also sharpens students' ability to critically evaluate and write scholarly prose, identifying the key characteristics of a well-argued academic essay, article, or dissertation.

Healing Narratives: Writing Compelling Practice Studies and Client Stories

DPH 785, 2 Units

Writing about integrative work with clients and conveying compelling stories is critical to depth practitioners who understand the power of narrative for healing and advancing professional knowledge. This special seminar course will support students in exploring their own creativity and imagination, and will support them in honoring their work with clients in individual, group, and cultural contexts through advanced writing skills specifically attuned to the work of healing professionals.

Dissertation Development I: Imagination, Calling, and Rigor in Doctoral Scholarship
DPH 832, 2 Units

Working with image, dream, symptom, and synchronicity, this course helps students attune themselves to depth psychological inquiry, conduct preliminary research to become familiar with the current conversation on the topic, and use this information to generate a focused research question. Students explore their multiple overlapping identities that inform the choice of topic and learn to design inclusive, culturally-sensitive studies. Lecture and discussion introduce the dissertation handbook and explain the research process at Pacifica in terms of its key milestones: concept paper, proposal, final draft, and the oral defense. Through a thorough, systematic critique of their own work, students expand their knowledge of scholarly writing and learn the central importance of re-visioning their ideas and language to explore the deep psyche.

Dissertation Development II: Qualitative Methodologies and Mixed Methods Research
DPH 782, 2 Units

This course compares and contrasts key qualitative methodologies, including their origin, history, epistemological assumptions, and theoretical basis as well as their practical and ethical implications. In addition, students learn how to blend qualitative and quantitative studies in a mixed-methods research study. Discussion focuses on contemporary critiques of traditional methods to address their limitations and biases, including lingering elements of colonialism and systemic oppression. Students learn how questions of methodology are organically related to the research topic and affect the research design, procedures, and outcome of the work. The course is intended to guide students in choosing a possible methodology for their dissertation topic.

Advanced Dissertation Development
DPH 944, 2 Units

Dissertation Development guides students in researching and composing a thoughtful formulation of their research idea. The goal is an approved dissertation concept paper. Students use the tools and techniques of an imaginal, psyche-centered approach to research to explore the personal and cultural foundations of their dissertation idea. They will learn to welcome archetypal images active in the research topic and cultivate relationship with them through each stage of the process. In addition, the course helps students develop the attitude and habits needed to sustain them during their independent scholarly work after coursework is concluded. *Pass/No Pass; No Incompletes*

Enacting the Oral Tradition: Oral Comprehensive Presentation
DPH 994, 2 Units

A key aspect of doctoral studies is the gradual movement from the realm of student to the realm of professor. Whether or not a student ultimately becomes a teacher, each must still give back to the world in a depth-oriented way a synthesis of what he or she has learned. In this course students develop effective presentation skills to prepare them for speaking and teaching. In particular, this course

helps to prepare students for the important capstone in the doctoral journey at Pacifica, the oral defense of the dissertation. The course is conducted like a professional conference, in which the presentations are timed and followed by a question and answer session. In addition, instructors will use their observations to discuss the principles of effective speaking and philosophies of teaching. *Pass/No Pass*

Practice Consultation Groups I, II, III, IV, VII, IX
DPH 751A, DPH 851A, 1.5 Units Each
DPH 750, DPH 850, DPH 951, 1.5 Units Each

The goals of the practice consultation courses are to integrate theoretical learning with practical experience, and to demonstrate a variety of approaches to practice from a depth perspective. Students present cases in confidential small-group formats for the purposes of depth consultation from an instructor/practitioner at least once per quarter. In addition to practice consultation, each course will address a particular theme that typically mirrors specific material in other coursework. These may include such topics as maintaining a mythic sensibility, working with image, dream, and story, issues of race, gender, and cultural diversity, socioeconomic forms of suffering, oppression, and alienation, the challenges and hopes of technology, mindfulness and contemplative/spiritual inquiry, expressive arts, interdisciplinary collaboration, somatosensory and affective aspects, trauma and psychoneuroimmunology, eco-therapy and the world soul/consciousness, complimentary healing practices, creativity, depth approaches to assessment and pathology, human-non-human relations, transference, and ethical problems. During the two quarters of the third year of coursework, students present a control paper to examine their own learning around theory and their own applied integrative practice work in depth. *Pass/No Pass*

Practice Consultation Groups V
DPH 852, 1.5 Units

This course introduces students to foundational aspects of the supervisory relationship. In small groups, each led by an experienced supervisor, students will be exposed to particular themes in which to deepen their understanding of and capacity for applied work in a supervisory and consulting role. This introductory course will address basic foundational expectations of a supervisor and/or consultant as well as expand into themes and discussions around the impact of relational and unconscious processes in these types of relationships. The course offers a rich opportunity for students already experienced in supervisory and consultation roles to share experiences of strengths and growing edges with those who are in the beginning phases of learning supervisory work. Licensed psychotherapists and social workers will be in a different group than those from the nursing professions or pastoral counseling, for instance, so as to attend to the important ethical component unique to each profession. Included in the course may be topics such as establishing a supervisory frame, differentiating supervision from therapy, issues of power and privilege, enactment, transference and countertransference, incorporating

dreams and imagery, boundaries of particular complimentary healing modalities and practitioners, addressing conflict, among others. *Pass/No Pass.*

Practice Consultation Groups VI

DPH 950, 1.5 Units

This course expands upon the practice consultation group V course which addressed foundational aspects of the role of the supervisor and offers opportunities for role play and the use of self in emphasizing functional aspects of the lived experience of the supervisory relationship as well as how subtle aspects of the work being discussed enters into the field of awareness. Such aspects as enactment, resonant and synchronistic phenomena, engaging unconscious processes, and addressing dilemmas will be explored and each person will have an opportunity to present a supervisory experience within their particular practice modality and to explore experiences through the use of role play exercises. Small groups will be established based on the context of professional work and each group will be supervised be an instructor experienced in the relevant approach. *Pass/No Pass*

Written Comprehensive Examination

DPH 899, 1 Unit

The Written Comprehensive Examination is designed to offer DPH students the opportunity to reflect on their relationship to the general depth psychology program learning goals and the learning outcome goals specific to the DPH specialization as well as their own personal and professional goals. Passing the exam is the threshold that supports students to move on to the third year of coursework and dissertation writing. *Pass/No Pass*

Dissertation Writing

DPH 999, 15 Units

Under the supervision of a Dissertation Committee, the student submits a proposal, conducts original research, writes, and defends the doctoral dissertation. This course traditionally follows the completion of all other coursework and successful completion of the comprehensive exams. However, students who demonstrate readiness may choose to apply for this course while enrolled in regular coursework. This option requires approval from the Chair of the specialization. Additional fees will be assessed for this course. *Pass/No Pass; No Incompletes*

REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 74 quarter units to fulfill the degree requirement for graduation.
2. A minimum grade of “C” is required in each completed course.
3. A cumulative grade point average of 3.0 must be maintained.
4. Students must comply with attendance requirements as stated in the Student Handbook.

5. Students must successfully pass a comprehensive written examination at the end of the second year of coursework.
6. Students must successfully present a Control Paper describing their therapeutic or depth-oriented practice work with a particular client, family, or select group to two faculty members during the third year of practice consultation courses.
7. Students must successfully complete a comprehensive oral presentation at the end of two and a half years of coursework.
8. Students must write, submit, and defend an original dissertation accepted by the faculty.
9. Students are required to take part in 50 hours of depth-oriented therapy, counseling, analysis, or an engaged self-reflective process with a provider in their field while enrolled. This is required for graduation and strongly recommended to support students in their educational experience in the program.

NOTICE REGARDING BOUNDARIES OF INTERNSHIP AND LICENSURE

The Ph.D. in Depth Psychology with specialization in Integrative Therapy and Healing Practices is designed specifically for those who, before enrolling, already are licensed or have sufficient academic and other credentials to pursue their chosen professional practice in compliance with applicable guidelines and regulations within their jurisdiction. The degree provides in-depth education in theory, applied contexts, and related-research contexts. Unlike the counseling and clinical doctoral programs at Pacifica Graduate Institute which have developed curricula and clinical training support for those wishing to sit for licensure exams to become psychologists, this specialized depth psychology program does not arrange, authorize, monitor, or supervise practice for licensure purposes.

COMPREHENSIVE EXAMINATIONS

The comprehensive examination consists of a written portion taken at the end of the second year and an oral portion taken at the end of the third year. The written exam is divided into three sections corresponding to the three study tracks of the specialization: Theory and Traditions of Depth Therapy; Psychology; Therapy, Counseling, and Healing Practices Informed by the Humanities, Arts, and Sciences; and Integrated Praxis: Research and Applied Contexts. It is designed to assess knowledge gained in the first two years of coursework and serves as a qualifying exam for students before continuing into the third year of study. Students in the Integrative Therapy and Healing Practices

specialization who have successfully completed at least 29 units of Ph.D. coursework and who are in good standing are eligible to complete the written comprehensive examination. The third-year oral examination consists of the student's formal oral presentation addressing the ways the program has informed their work and their proposed dissertation topic.

CONTROL PAPER

During the third year applied presentation series, each student presents a control paper that demonstrates their applied work and the ability to synthesize a variety of appropriate therapeutic and/or healing arts perspectives while maintaining their own unique style of practice.

DOCTORAL DISSERTATION

The dissertation process involves the completion of all coursework in research methodologies, dissertation development, and dissertation writing. Requirements and procedures for enrolling in dissertation writing are detailed in the Dissertation Handbook. The Dissertation Committee is composed of a Chair, a Reader, and an External Reader. Each committee member must possess an earned doctorate based in part on a dissertation unless the Research Coordinator for the specialization waives this requirement.

The curriculum may vary depending upon changing academic needs. Selected courses may have online components. The required two-year dissertation period, following coursework, focuses on scholarly research and writing.

M.A. /Ph.D. in Mythological Studies

With Emphasis in Depth Psychology

As the only doctoral program in the country dedicated to the exploration of human experience through the interdisciplinary and multicultural study of myth, ritual, religion, literature, depth psychology, and art, the Mythological Studies Program at Pacifica Graduate Institute cultivates scholarship, self-inquiry, and imagination in those who seek to understand and express the depths of the psyche. Myth has the power to touch our deepest creative energies, and to generate symbolic images that confer significance upon the complexity of modern life and history. Myth thrives on paradox, ambiguity, and the shape-shifting ways that metaphor informs and transforms our lives. Cultivating the mythic imagination leads to self-revelation and a profound and dynamic understanding of cultures—both our own and others'.

The curriculum as a whole is animated by two basic questions: How is this material meaningful to me in my life and work, and how is it meaningful to the world within which I live? The sequence of coursework provides a sustained inquiry into the diverse mythologies and cosmologies of the world, situating them in a contemporary, global context. Throughout the program, students engage in the close reading of classic works of world literature, including Homer's Odyssey, the Mayan Popul Vuh and Navajo Chants, the Greek tragedies, the Hebrew Bible, the Ramayana and Mahabharata, the medieval Grail legends, Alchemical texts, and folk tales. Comparative connections between world mythologies and the rituals and contemplative practices of religious traditions serves as a core theme of investigation, and include mythic and archetypal aspects of modern literature, contemporary events, and popular culture. Comparative mythology is an inherently interdisciplinary and inclusive field, and in keeping with this principle, the program introduces a methodological range of interpretative tools, with a special emphasis on the hermeneutical approaches of depth psychology and its intersection with critical theory.

In the midst of a paradigm shift in which long standing reductive and polarizing modes of thinking are being confronted by more complex, reanimated worldviews, the study of comparative mythology has an exciting new relevance. With its storehouse of narratives and images, the study of myth can help

guide us by facilitating personal and collective transformation into a more vibrant reality. Myth reveals the unconscious narratives of both past and present, making the study of myth vitally important to our time.

The Mythological Studies Program invites students as emerging scholars to explore and define their understanding of the mythological, folkloric, and archetypal structures of the stories that play out in many different arenas all around us—religion, popular culture, politics, the environment, and the arts. The program offers new ways to detect and study the mythic and folkloric motifs revealed in current events, tell stories in ways that bring consciousness to crucial personal and social issues, and mentor others in the power of storytelling to transform and renew culture.

Academic inquiry is sustained throughout curricular coursework that investigates:

- Similarities and differences within and among global religious traditions, such as Hinduism, Buddhism, Judaism, Christianity, and Islam.
- The relationship between ritual, oral traditions, and Indigenous cultures.
- Literature courses that focus on the Arthurian romances, medieval alchemical and esoteric traditions, epics, mythologies of the underworld, and folklore that begin with the classics and progress toward contemporary and postmodern re-visioning in literature, film, music, and art history.
- Courses that emphasize dream interpretation and spiritual experience, as well as one's own personal mythology through exploration of memoir and autobiography.
- Courses in depth psychology, focused on the life and thought of C.G. Jung, Joseph Campbell, James Hillman, and others.
- Research courses on theoretical approaches to the study of myth, including methodology, contemporary issues in the study of religion, and dissertation writing.

Additional opportunities for academic inquiry include: a special topics sequence offered quarterly and taught by a combination of established scholarly professionals and program alumni with expertise in their fields; a student-run, peer-reviewed literary journal; and an annual colloquium lecture offered each summer by a distinguished guest scholar who addresses critical issues in the study of myth and contemporary culture. Past speakers have included: Robert Segal (University of Aberdeen), Maria

Tatar (Harvard University), Jeffrey Kripal (Rice University), and Yvonne Chireau (Swarthmore College). Students are mentored by core faculty throughout their matriculation through course work. Graduates of the program enrich their personal and professional lives through the transformative power of myth. Alumni utilize their degree in a range of professions such as education, psychology, healthcare, the arts, filmmaking, religion, business, politics, law, and community and environmental affairs.

The program is designed as an integrated M.A. and Ph.D. sequence with courses in four areas of study:

- **Mythology and Religious Traditions**
- **Myth and Literature**
- **Depth Psychology and Culture**
- **Research**

Students in the Mythological Studies Program:

- Investigate mythologies and cultural traditions through the lenses of religious studies, literature, and depth psychology
- Discover recurring mythic themes in classic and contemporary literature, ritual, theater, art, music, film, and philosophy, and explore their cultural, sociopolitical, and historical contexts.
- Uncover the common patterns in human life throughout much of history and the varied ways human beings live and make meaning of their experience through the study of diverse cultural mythologies.
- Engage in the transformative experiences of deep reading, scholarly and creative writing, and generative discussions that advance our personal mythology in relation to communities and culture.

CURRICULUM OVERVIEW

The Master of Arts degree is awarded after the first two years of study and successful completion of a comprehensive examination. Students seeking the doctorate degree engage in a third year of course work that includes a sequence of research courses and the development of a concept paper for the

dissertation. The fourth and fifth years of study focus on dissertation writing and research. Continuing supervision is provided for the completion of the dissertation.

Mythological Studies classes take place once each month during fall, winter, and spring, in intensive three-day weekend Sessions. There is also one four-day session the last Session of the spring quarter.

FIRST YEAR

Fall

Dreams, Visions, Myths – MS 521, 2 Units
Greek and Roman Mythology – MS 505, 2 Units
Arthurian Romances of the Holy Grail – MS 502, 3 Units
Special Topics in Mythological Studies IA – MS 599A, .50 Unit

Winter

Hindu Traditions – MS 503, 2 Units
Joseph Campbell: Metaphor, Myth & Culture – MS 516, 2 Units
Ritual and the Embodied Mythic Imagination – MS 603, 3 Units
Special Topics in Mythological Studies IB – MS 599B, .50 Unit

Spring

Approaches to the Study of Myth – MS 620, 2 Units
Jungian Depth Psychology – MS 511, 2 Units
Myth and the Underworld – MS 619, 3 Units
Special Topics in Mythological Studies IC – MS 599C, .50 Unit
Colloquium – MS 540, 1 Unit

SECOND YEAR

Fall

Alchemy and the Hermetic Traditions — MS 616, 2 Units
Hebrew and Jewish Mythology – MS 702, 2 Units

Psyche and Nature – MS 615, 3 Units

Special Topics in Mythological Studies IIA – MS 699A, .50 Unit

Winter

Buddhist Traditions – MS 605, 2 Units

Greek Tragedy: Language, Theory, Practice – MS 706, 3 Units

African Diaspora Traditions – MS 506, 2 Units

Special Topics in Mythological Studies IIB – MS 699B, .50 Unit

Spring

Indigenous Cosmologies – MS 522, 2 Units

Archetypal Psychology – MS 611, 2 Units

Mythic Motifs in Popular Culture – MS 670, 3 Units

Special Topics in Mythological Studies IIC – MS 699C, .50 Unit

Colloquium – MS 640, 1 Unit

Comprehensive Exam – MS 800, 0 Unit

THIRD YEAR

Fall

Methods and Contemporary Issues in Religious Studies – MS 720, 2 Units

Islamic Traditions – MS 608, 2 Units

Advanced Studies in Mythology III – MS 714, 3 Units

Special Topics in Mythological Studies IIIA – MS 799A, .50 Unit

Winter

Sex & Gender – MS 609, 2 Units

Christian Mysticism and the Medieval Imagination – MS 703, 3 Units

Folklore & Fairy Tales – MS 602, 2 Units

Special Topics in Mythological Studies IIIB – MS 799B, .50 Unit

Spring

Myths of the Self: Memoir and Autobiography – MS 726, 3 Units

Research Strategies for Dissertation Writing – MS 730, 2 Units

Dissertation Formulation – MS 733, 2 Units

Special Topics in Mythological Studies IIIC – MS 799C, .50 Unit

Colloquium – MS 740, 1 Unit

Continuing

Dissertation Writing* – MS 900, 15 Units

Self-Directed Studies – MS 970, 3.5 Units

*Writing projects for this course take place away from campus.

This curriculum may vary depending upon evolving academic needs.

The required fourth and fifth years of study focus on reading, research, and dissertation writing.

MYTHOLOGY AND RELIGIOUS TRADITIONS

The foundation of Mythological Studies at Pacifica is the close reading of primary texts from a variety of cultural and religious traditions. These courses encourage interdisciplinary scholarship, giving particular attention to myths, iconography, symbols, religious beliefs, and ritual practices. Historical and contemporary approaches to the study of myth are also carefully reviewed.

The Arthurian Romances of the Holy Grail

MS 502, 3 Units

An exploration of the origins and development of the mythologies of the Arthurian knights and quests for the Holy Grail. The course begins with the sacred traditions of the European Middle Ages, as manifested in the literature and arts of the period and then tracks the transmission and transformation of the myths in the Romantic and Modern periods of the nineteenth and twentieth centuries.

Hindu Traditions

MS 503, 2 Units

This course examines the primary Indian mythic complex embodied within Vaishnava, Shaiva, and Shakta traditions. Special attention is given to prominent myths and symbols, epic literature and other primary texts, as well as influential philosophies and practices such as Yoga, Sankhya, Vedanta, and Tantra. Depth psychological interpretations of key thematic issues and spiritual practices are also examined.

Greek and Roman Mythology

MS 505, 2 Units

This course explores the most important contemporary approaches to the study of classical mythology. Its focus on how the poets of ancient Greece and Rome reworked inherited mythic themes and plots entails close readings of the cultic, bardic, and lyric poetry of the Greek archaic period, such as Sappho, Homer, and Hesiod, through Roman understandings of myth conveyed in the epic and lyric poems of such authors as Vergil and Ovid. Attention is given both to the role these myths played in their original historical context and to their ongoing archetypal significance.

African and African Diaspora Traditions

MS 506, 2 Units

The myths and rituals of Africa are a rich legacy, still vital today. Moreover, they endure in adaptive form, in Vodou, Santeria, and other religions of the African Diaspora. The course explores common mythic characters, themes, rituals, symbol systems, and worldviews in Africa and traces their connection to New World Traditions.

Indigenous Cosmologies

MS 522, 2 Units

This course explores the meanings of selected mythic texts from North American, Mesoamerican, and South American traditions. It considers these texts not only in regard to their manifest narratives and images, but also seeks an understanding of their potential interpreters. This factor, involving history and hermeneutics within a context of Euro-American colonialism, presents important methodological as well as political issues for working in mythological studies, and the course engages such issues as it surveys these texts.

Colloquium

MS 540, 640, 740, 1 Unit Each

This series is an exploration of critical issues pertaining to the study of myth in relation to religious traditions, literature, depth psychology, and culture. The course is based on a guest lecture by a major scholar in the field of mythology. *Pass/No Pass*

Ritual and the Embodied Mythic Imagination

MS 603, 3 Units

Myth and ritual are inextricably related. This course proposes that ritual offers an equally eloquent, though non-discursive, commentary on the human condition. The aims are: to make students familiar with classic theories of ritual process; to explore comparatively fundamental ritual phenomena across cultures, such as initiation, divination, purification and healing, pilgrimage, sacrifice, masking, and funerary rituals; and to assess the association of myth and ritual in religious traditions and depth psychology.

Buddhist Traditions

MS 605, 2 Units

This course focuses on selected aspects and primary texts of Theravada, Mahayana, and Vajrayana traditions. Particular attention is given to the life story of Shakyamuni Buddha, as well as the myths associated with major bodhisattvas. Key

thematic issues, doctrines, and contemplative practices are examined from philosophical, feminist, and depth psychological perspectives.

Alchemy and the Hermetic Tradition

MS 616, 2 Units

This course focuses on the Hermetic tradition (broadly conceived as a synthesis of alchemy, Kabbalah, Platonic philosophy, theology, and mythology) from its Egyptian, Greek, and Arabic origins during the Hellenistic era, to its development in the twelfth to the twentieth centuries. The approach is interdisciplinary, embracing Jungian psychology, literature, music, and the visual arts.

Hebrew and Jewish Mythology

MS 702, 2 Units

This course studies Hebrew and Jewish monotheism from a mythological perspective. The focus is on the emergence of monotheism in early Israel and on trying to understand the ways in which this mythic system differs from polytheistic traditions. Attention is given to how this mythology develops and changes in relation to changing historical circumstances, not only within the Biblical period but throughout the course of Jewish history.

Christian Mysticism and the Medieval Imagination

MS 703, 3 Units

This course explores the diverse array of lived experience and textual expression among Christian mystics during the medieval and early modern periods in European culture. Utilizing historical-critical as well as depth psychological lenses, students will explore the rich landscape of medieval and early modern Christianity, including its founding figures, mystical texts, and material culture. Emphasis is placed on how mystics creatively re-visioned and responded to central themes and needs of their times through poetry, imagery, allegory, exegesis, and even architecture. Students will additionally analyze later developments that led to the decline of Christian mysticism in the modern period. With an emphasis on the role of the imagination, this course orients students to the diversity of mystical traditions and texts that arose during these tumultuous and creative times, and asks where such mystical dimensions might be flowering or flourishing today.

Islamic Traditions

MS 608, 2 Units

This course explores the major historical traditions of Islam, including Sufism, as well as modern religious movements. Special attention is given to central themes in the Qur'an and the life of Mohammad. The cultural clash between Islam and the West is also examined.

MYTH AND LITERATURE

These courses focus on the interpretation of classical literature, poetry, and literary works from the medieval, modern, and postmodern periods.

Advanced Studies in Mythology I, II, III
MS 514, 614, 714, 3 Units Each
These courses are taught on a periodic basis as means for investigating a cultural tradition or thematic topic that is not addressed in the current curriculum.

Joseph Campbell: Metaphor, Myth, and Culture
MS 516, 2 Units
Following on Joseph Campbell's insight that "metaphor is the native tongue of myth," this course explores the centrality of myth in subjects as diverse as history, cosmology, religion, and poetry as well as the wide range of world narratives as inflections of one great monomyth. These explorations examine the nature of mythic consciousness and provide insight into the power of myth in psyche and culture.

Folklore and Fairy Tales
MS 602, 2 Units
This course studies the origins, structure, and interpretations of folk and fairy tales with a focus on the archetypal mythological symbolism of the stories. In addition, the course will explore the re-visioning of fairy tales in the folk ballad tradition, fairy tale illustrations, and postmodern literature. Finally, the course analyses and critiques the various theories of the interpretation of folktales.

Myth and the Underworld
MS 619, 3 Units
This course explores the changing faces of the mythologies associated with the underworld, in representative Ancient, Classical, Medieval, Romantic, Victorian, and Modern texts. What was the primary focus of the myth in each of these periods? How does it reflect the changing spiritual, psychological, intellectual, and social issues of these periods? The course emphasizes the syncretic aspect of the mythologies of the underworld, which typically bring together motifs from a wide range of artistic, literary, and spiritual traditions.

Mythic Motifs in Popular Culture
MS 670, 3 Units
A myth, like a movie script or graphic novel, is a story that is false outside (not a true story) and true inside (like a symbol). The power of film and story to provoke emotions comes from the archetypal core of all conflicts that define human nature. Each generation of artists re-interprets the eternal stories to evoke everchanging cultural contexts. The combined reading of comic books and recent superhero films alongside and as part of critical discourse from within historical, theoretical, and depth psychological traditions, empowers students to unpack and interpret a variety of mythological themes and examine their impact on popular culture today.

Myths of the Self: Memoir and Autobiography
MS 726, 3 Units
This course examines the mythic aspects of two literary genres (memoir and autobiography) and engages questions concerning the relation of memory and the imagination, the individual and the archetypal, self and others, and narcissism and guilt. Attention is given to classic examples of the genres,

as well as reflections on the defining characteristics of these genres by literary critics, depth psychologists, and feminists. *Pass/No Pass*

Greek Tragedy: Language, Theory, Practice
MS 706, 3 Units
In his Poetics, Aristotle defines tragedy as a mimesis praxeos, or an "imitation of action." This course will explore tragedy as myth enacted, through attunement to the verbal and embodied language of a selected Greek tragedy in its historical context; its transmission and translation history; and contemporary theoretical approaches to studies in Greek tragedy. These concepts will be applied to exercises in creative practice and scene work. From this combined perspective of historical grounding, theoretical influences, and arts-based research, we will explore tragedy as a vehicle for some of the most powerful human stories that have been adapted and transformed by theatre-makers, scholars, and storytellers around the world. Our critical and creative investigation will engage tragedy's timeless questions of fate versus free will, intergenerational narratives as determinants of individual action, conflicts between the laws of the gods and those of the state, and the relationships between self, kin, and community.

DEPTH PSYCHOLOGY AND CULTURE
Depth psychology is an important resource for the study of myth, literature, religious traditions, and culture. These courses draw substantially on the work of Freud, Jung, and Hillman and provide hermeneutical approaches that complement methods used in other disciplines such as religious studies and literature.

Jungian Depth Psychology
MS 511, 2 Units
Key Jungian concepts such as the collective unconscious, archetypes, and the individuation process are surveyed with attention to the evolution of these theoretical constructs. The influence of Jung's ideas on the arts, literature, and religious thought is explored.

Dreams, Visions, Myths
MS 521, 2 Units
Examination of dreams arises out of certain assumptions: that psyche is nature revealing herself in images, that psyche is multidimensional, and that the images of dreams give form to the various expressions of psychological life. The focus is on dream theory and amplification methods. *Pass/No Pass*

Archetypal Psychology
MS 611, 2 Units
The depth psychology of C.G. Jung and his successors enables us to see how mythology expresses psychology and how psychology may be understood as mythology. Special attention is given to insights from James Hillman's archetypal psychology, including the notions of personifying, pathologizing, psychologizing, and dehumanizing. The works of other post-Jungian writers are also examined to exemplify selected aspects of the archetypal approach.

Psyche and Nature

MS 615, 3 Units

Geographies of paradise, wilderness, frontier, desert, and ocean are mythic interior landscapes as well as external habitations of divinities and demons, where individuals experience tests, revelations, and illuminations. This course explores external landscapes and their (archetypal) analogues as mythopoetic spaces to discern how mythic consciousness is rooted in the poetry of landscapes.

Sex & Gender

MS 609, 2 Units

Every culture seems to have had myths and rituals through which it has sought to contain and constrain human sexuality and to define gender roles. This course will focus on Hindu and Graeco-Roman traditions and on ostensibly post-mythic contemporary attempts to move beyond the binarisms so central to the traditional understanding, though it will also include reference to indigenous American and Jewish-Christian perspectives.

RESEARCH

Research skills are cultivated through a series of courses leading to dissertation writing.

Colloquium

MS 640, 1 Unit

This series is an exploration of critical issues pertaining to the study of myth in relation to religious traditions, literature, depth psychology, and culture. The course is based on a guest lecture by a major scholar in the field of mythology. *Pass/No Pass*

Comprehensive Exam

MS 800, 0 Units

This course is designed to assess students' understanding of theoretical perspectives on myth and their ability to apply these perspectives to a particular tradition. It also evaluates the ability to reflect on myth in relation to depth psychology, literature, and cultural issues. *Pass/No Pass*

Approaches to the Study of Myth

MS 620, 2 Units

An exploration of philosophical, artistic, literary, musical, and psychological approaches to myth, from antiquity to postmodernism. The course will introduce the student to major schools of the interpretation of myth, with depth psychological perspectives placed in conversation with contemporary critical theory. The course will also empower students to develop their own approaches to myth, in a course paper that applies theory to a mythological/cosmological subject of their choice, with the understanding that this study could potentially serve as a precursor to the dissertation subject area, or theoretical approach.

Methods and Contemporary Issues in Religious Studies

MS 720, 2 Units

In many ways Religious Studies can be seen as a forerunner of Mythological Studies. Awareness of the debates that shaped this field and the methodological approaches that emerged from them can help students determine how best to hold the phenomenon of myth up to view. The aim of this

course is to understand these various possible approaches and the wider implications of those choices.

Research Strategies for Dissertation Writing
MS 730, 2 Units
This course examines dissertation research options supported by the program including theoretical studies in the humanities and production style projects. It explores the technical aspects of conducting research such as style, rhetoric, and utilization of library resources. The psychological aspects of research and writing processes are also addressed. *Pass/No Pass*

Dissertation Formulation
MS 733, 2 Units
The issues, tasks, and processes of conducting research and drafting initial concepts are addressed. This course provides the framework for implementing a research idea and writing the concept paper which serves as the basis for the dissertation proposal. The class also teaches strategies and techniques for research and completion of the concept paper. *Pass/No Pass; No Incompletes*

Special Topics in Mythological Studies I, II, III
MS 599A,B,C; 699A,B,C; 799A, B, C, .50 Unit Each
This course consists of lectures by institute faculty and guest speakers on a wide range of topics pertaining to myth, religious traditions, literature, depth psychology, and culture. The lectures provide opportunities to learn about traditions, text, and themes that are beyond the scope of other courses and/or to present alternative perspectives on course material. *Pass/No Pass*

Self-Directed Studies
MS 970, 3.5 Units
The purpose of Self-Directed Studies is to allow students to explore areas of interest in mythological studies and depth psychology outside the boundaries of the curriculum. This may take the form of attending conferences, workshops, lectures, and/or seminars; engaging in relevant depth transformative practices; participant observation research or fieldwork; or other training that augments the three disciplinary components of the program: mythology and religious traditions; myth and literature; depth psychology and culture. Student must complete a total of 35 hours and submit a reflective paper; this may occur anytime during the course of the program, and is required for the awarding of the Ph.D. All hours must be pre-approved through discussion with a self-directed studies coordinator. *Pass/No Pass*

Dissertation Writing
MS 900, 15 Units
Under the supervision of a Dissertation Committee, students submit a proposal, conduct original research, write and defend a doctoral dissertation. Additional fees will be assessed for this course. *Prerequisite: MS 733;* Pass/No Pass

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete 89 quarter units to fulfill the unit requirement for graduation.
2. A minimum grade of “C” is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course.
4. Students must successfully pass a Comprehensive Examination during the second year of course work. Each exam essay must receive at least 70 points. The M.A. degree is awarded when this is achieved along with the completion of 47 quarter units. To be eligible to continue taking course work for the Ph.D. degree, students must receive at least 80 points for each exam question.
5. Students must pass an Oral Consultation pertaining to a concept paper for the dissertation.
6. Students must submit and defend an original dissertation accepted by the faculty.

COMPREHENSIVE EXAMINATION

The Comprehensive Examination is a written exam taken during the second year of the program that examines students’ understanding of theoretical perspectives pertaining to myth, as well as their ability to apply them to particular cultural traditions. It also assesses students’ ability to reflect on myth in relation to depth psychology, literature, and cultural issues.

ORAL CONSULTATION AND CONCEPT PAPER

An oral consultation takes place in the Dissertation Formulation course during the third year of the program. The purpose of this assessment is to raise critical questions pertaining to the proposed dissertation project. Students must successfully incorporate the critique of this consultation into their dissertation Concept Papers in order to enroll in dissertation writing, form a dissertation committee, and be advanced to candidacy.

DOCTORAL DISSERTATION

The dissertation requirements include successful completion of the advanced research courses: Religious Studies, Approaches to Mythology, Research Strategies for Dissertation Writing, and Dissertation Formulation. Students must produce an acceptable Dissertation Concept Paper before enrolling in Dissertation Writing. The Dissertation Committee is composed of a Chair, a Reader, and

an External Reader. Each member must possess an earned doctorate degree based on a dissertation, unless this requirement is waived by the Research Coordinator of the Mythological Studies Program.

M.A. in Depth Psychology and Creativity with Emphasis in the Arts and Humanities

Creativity is an enigma. As poet and psychoanalyst Clarissa Pinkola Estés has observed, it is a "shapeshifter," a "dazzling spirit" that appears in all our lives while eluding our attempts to explain its radiance. C.G. Jung regarded creativity as a vital human instinct; a force akin to nature itself, which drives the unfolding and shaping of every life. Creativity is also a calling, one that makes its claim upon individuals who in turn devote themselves to crafting the stories, objects, and experiences that illuminate and transform our world. In fact, the world itself has its own creativity, manifested in the archetypes of the collective unconscious, whose symbols, images, metaphors, and movements are all the *prima materia* for our inexorably interrelated lives.

This M.A. program's approach is broad, highly transdisciplinary, and satisfying for those who seek to combine intellectual exploration with creativity. Honoring Pacifica's mission to tend soul in and of the world, the program emerges from the depth psychological perspective that artmaking is soul-making as it supports students who crave deeper levels of understanding and devotion in their creative lives. Intellectual rigor is combined with creative expression, and dialogue between students and faculty with a focus on expanding individual and collective potentials as contributors to the unfolding of a more just, vibrant, and soulful world. The program is designed for those who seek to live and work more intuitively, meaningfully, and expansively while fostering the same qualities in others. This program attracts individuals in the visual, performing, narrative, film, video, and media arts; advertising, marketing, architecture, fashion, and design; teachers of every grade level from K-12 to college, plus many from diverse and overlapping fields such as social services, community organization, corporate leadership, somatics, yoga, the healing arts, and ministry. The program culminates in the completion of a significant individual creative project and/or portfolio. A previous professional creative background is not required for admission.

Students in the M.A. in Depth Psychology and Creativity program:

- Discover strategies for tapping into the deep well of the collective unconscious as the primary source of imagination and creativity.

- Study how people working in any creative capacity inspire and influence each other, along with how they foster awareness, passion, and empathy in others.
- Increase their creative generativity and cultivate their aesthetic sensibilities by entering into deep, sustained, and meaningful conversation about the creative life with faculty and peers, with contemporary and historic literature, films, and works of art spanning diverse genres, cultures, and periods of time.
- Find rich sources of inspiration and understanding about the call to create in the humanities, including the study of mythology, philosophy, psychology, history, literature, spirituality, and ecology.
- Complete substantial creative projects and critically reflect upon their personal creative processes and goals.
- Receive an empowering and authoritative degree that expands their vocational options and opens up new career possibilities.

A BLENDED HYBRID LOW-RESIDENCY PROGRAM

This hybrid degree program takes advantage of online distance-learning technologies that allow students to work and learn in their home environments. Additionally, once each quarter, students gather on campus for a four-day weekend (Thursday, Friday, Saturday, and Sunday) in a retreat-style residency. During these on-campus sessions, students have access to the Institute's extensive resources and are able to further community involvement and professional collaboration. They join classmates from around the world in forming professional relationships and networks of like-minded individuals. This convenient format brings Pacifica's graduate degree programs to global citizens and the life-long learners who otherwise might not be able to fulfill their educational calling.

The M.A. program in Depth Psychology and Creativity with Emphasis in the Arts and Humanities provides a versatile, transdisciplinary, and highly applicable education informed by the interrelated concerns of the arts, the humanities, and depth psychology. The program's unique learning format combines the best aspects of a connected, soulful, and transformative inter-personal experience with the convenience of distance-learning technologies.

CURRICULUM OVERVIEW

FIRST YEAR

Creativity and Aesthetic Sensibility – DCH 100, 3 Units

Comparative Mythology and Contemporary Mythopoesis – DCH 110, 3 Units

The Complex Nature of Inspiration – DCH 120, 3 Units

Creative Influence Across the Humanities – DCH 130, 3 Units

The Expressive Power of Archetypes – DCH 140, 3 Units

C. G. Jung, Individuation, and the Symbolic Life – DCH 150, 3 Units

The Purpose and Power of Image – DCH 160, 3 Units

Project Workshop I: Creative Dialogue and Design – DCH 170, 3 Units

The Purpose and Power of the Moving Image – DCH 180, 3 Units

The Multicultural, Multimedia, Transformative Fairy Tale – DCH 190, 3 Units

SECOND YEAR

Active Imagination, Dreams, and Psychic Creativity – DCH 200, 3 Units

Mythic Narratives: Eternal Sources and Contemporary Inflections – DCH 210, 3 Units

Psyche-Nature: The Ecology of Co-creative Transformation and Resilience – DCH 220, 3 Units

The Healing Power of Creativity – DCH 230, 3 Units

The Artist as Activist and Agent of Social Change – DCH 240, 3 Units

Technology and the Psyche – DCH 250, 3 Units

Creativity, Vocation and Alchemical Work – DCH 260, 3 Units

Project Workshop II: Creative Expression and Reflection – DCH 270, 3 Units

Selected Topics in Depth Psychology, Creativity, the Arts & Humanities – DCH 280, 3 Units*

This curriculum may vary depending upon changing academic needs.

Courses may be offered in years different from what is listed and is dependent on when students matriculate in the program.

* This course may replace any of the above and the curriculum may vary depending upon evolving academic needs.

Creativity and Aesthetic Sensibility
DCH 100, 3 Units

While on the surface, creativity seems a simple phenomenon, it is actually quite complex. Though often studied, we still do not know the source of creativity: is it the right-brain, is it our unconscious psyche, is it the muse, or is it God? Throughout the course, students read from a wide variety of interdisciplinary texts on the nature of creativity, ranging from science to psychology to spirituality to philosophy, identifying some of the key debates in the field. In addition, students will engage with both historic and contemporary theories on aesthetics and aesthetic response from a variety of cultures as they explore questions such as: Is the sense of beauty in our biology, or is it socially constructed? Why are we moved by some artworks and experiences and not by others? Should art have a purpose? Throughout the course, students discover the rich, yet relatively unknown, insights that Jungian and archetypal psychologies offer to the field of aesthetics as they critically reflect upon their own beliefs about the nature of creativity and the cultivation of their aesthetic sensibility.

Comparative Mythology and Contemporary Mythopoesis
DCH 110, 3 Units

Joseph Campbell understood mythology to be humankind's most creative act. In her introduction to Campbell's *Hero with a Thousand Faces* (2004), Clarissa Pinkola Estés writes, "[Campbell] shows how the heroic self…offers depth of insight and meaning. It is attentive to guides along the way, and invigorates creative life." Taking a critical look at Campbell's work from a contemporary perspective, students will explore how myths manifest in each new era, across a broad range of literary, artistic, psychological, and educational practices as means for analyzing mythology itself. In addition, students will study multi-cultural mythemes as models for engaging in comparative mythology, focusing on archetypal motifs, as these serve as fertile ground for creative mythopoesis.

The Complex Nature of Inspiration
DCH 120, 3 Units

Creative people have all experienced those moments when our work seems as if it's emerging from somewhere wholly "Other." Characters become autonomous, surprising their writers. The hands chip away at the stone until a figure emerges. The fingers hover over the keyboard, then move seemingly with their own will. Later, we wonder to ourselves, "Who created that?" What is it that inspires, even possesses the creative artist? Do we draw from mythology and consider it the arrival of a Muse? Do we envision it as our *daimon*, an ancient idea revived by James Hillman? Or dare we wonder whether it's the presence of a psychological complex, which Jung called the *via regia,* or royal road, to the personal and collective unconscious. This course explores multiple theories of the source of inspiration from both Western and non-Western traditions. Students will read case studies of well-

known creatives, their sources of inspiration and the complexes which are reflected in their work, as they consider their own personal complexes and their connection to their creative life.

Creative Influence Across the Humanities
DCH 130, 3 Units

This course explores the rich terrain of creative influence by examining several notable case studies of artists who have influenced one another, other forms of art, and history and culture at large. We define “artist” broadly as anyone working creatively in their field in diverse cultures including indigenous traditions; in this sense, environmentalist John Muir is an artist who was influenced by poets such as William Wordsworth, John Milton, and Ralph Waldo Emerson; civil rights activist and preacher Martin Luther King, Jr. is an artist who was influenced by Mahatma Gandhi and Henry David Thoreau; psychoanalyst and dancer Marion Woodman is an artist who was influenced by Emily Dickinson, William Shakespeare, and many other poets. Students will present their own personal case study of the artists, pieces of art, art forms, and movements which have most influenced them.

The Expressive Power of Archetypes
DCH 140, 3 Units

Archetypes can be defined as universal patterns which reside in the collective psyche. We all know the characters when we see them: the Lover, the Innocent, the Sage, the Villain, etc. We all recognize the themes when we see them: the Fall from Innocence, the Battle Between Good and Evil, the Hero's Journey, etc. These archetypes are found in classic pieces of art, in diverse cultures across the globe as well as the artifacts of pop culture; the stronger the archetypal presence, the more powerful, evocative, and resonant the product is likely to be. This course begins with an overview of archetypal theory from Jungian, post-Jungian and archetypal perspectives, and then turns toward an examination of art and cultural artifacts which express archetypal themes. Particular emphasis is placed on the archetypes of the Artist and the Creator as they are manifested in film, literature, and other mediums. Throughout the course, students will become more aware of the archetypal presences which manifest in their creative projects, while discovering ways to invite and amplify the archetypal energies that inform and guide a creative life.

C. G. Jung, Individuation, and the Symbolic Life
DCH 150, 3 Units

Classical Jungian concepts such as ego, Self, persona, shadow, anima/animus, collective unconscious, transcendent function, and individuation are studied in light of the creative process. Jung’s own relationship with his creativity will be explored, especially his struggle between what he called Personality Number One and Personality Number Two, between the Scientist and the Artist within. This course also takes a tour through some of Jung’s seminal

essays in Volume 18 of the Collected Works, *The Symbolic Life*, including the title essay, which states that people "are creative on account of the symbolic life." Jung's example and theoretical works provide a process for whereby students can utilize creativity in the individuation process, including finding their voice, following their calling, and discovering the myths they are living in order to create a more authentic life. Students are encouraged to embody the symbolic life in ways that support multicultural, sexual and gender diversity.

The Purpose and Power of Image
DCH 160, 3 Units

Depth psychology has always maintained a close relationship with Image—the literal images which visit in our sleep, the fantasy images we flirt with while awake, the autonomous images that appear "out of nowhere," the metaphorical images we have of ourselves and others—the psyche is always creating images. In turn, those images give shape to our psyche, an idea which archetypal psychologist James Hillman explored in his work. Hillman proposes that "at the soul's core we are images," and that life can be defined as "the actualization over time" of the images in our hearts and souls. Hillman goes even further by suggesting that our unique images are the essence of our life, and "calls [us] to a destiny." Students will study the writings of a diverse group of scholars and creators on the oftentimes contentious history, purpose and power of Image in psychological, cultural, social, spiritual and creative life, as they meditate upon the core images meaningful to their own lives and work.

Project Workshop I: Creative Dialogue and Design
DCH 170, 3 Units

This course takes place at the end of the first year, and asks students to work together in dyads or small groups to envision, design, and then create a shared artistic product that arises from a creative, collaborative dialogue between them. For example, an animator may pair with a dancer, a chef may pair with a painter, a poet may pair with a photographer, a writer may pair with a filmmaker and a musician, etc. Students share their process through online discussions and share their final outcomes during the residential session. Readings for the course focus on diverse understandings of the collaborative process and on examples of historic and contemporary creators who have worked together. *Pass/No Pass*

The Purpose and Power of the Moving Image
DCH 180, 3 Units

Film is one of the most dominant mediums of contemporary life and culture. As such, it can inspire numerous archetypal connections and transformational themes via the cinematic framing of reality, the complex process of creating a story in the moving visual idiom, and through the use of mythic themes. This course takes a relevant and useful approach to understanding films' vocabulary of form and mythic connections by carefully

examining some specific mythological patterns contained within notable films and specific genres. The course will also explore selected films and television shows through archetypal and depth psychological lenses that will allow us to recognize and analyze archetypal patterns contained within them. Discussions will further include the amplifications of personal and cultural resonances contained within these mythic themes. Primary aims of the course include heightening our awareness of film as a primary vehicle for personal and cultural narratives and cross-cultural understanding, while increasing our understanding of film's ability to give voice to the collective psyche. Students will also have the opportunity to creatively explore the course content by making their own short (30 sec – 1 min) video.

The Multicultural, Multimedia, Transformative Fairy Tale

DCH 190, 3 Units

C. G. Jung noted that "I am stuck" is the theme of fairytales and myth, and also that of everyone who comes into psychotherapy. Fairy tales, variously related to folktales, legends, and mythology occur globally in ancient, modern and indigenous societies as oral narratives with centuries of history and cultural shaping. Often conspicuously lacking fairies, these tales historically transition archetypal creativity into new artistic media such as the novel, theater, music, fashion-design, television, film, and gaming, as well as providing psychological treatments of power and identity from folklore.

Fairy tales affect history and power on the one hand – as in the perception of leaders and the sacred – while also making structures of creativity in the individual psyche. Today they are vehicles for re-enchantment with potential for healing and invigorating a troubled world. Fairy tales transform being and doing as, on the one hand, an intrinsically democratic heritage, while simultaneously in-forming social structures in ways that can be oppressive as well as liberatory. As such, fairy tales are core material of the DCH program in linking psyche to history. Often indebted to more complex myths, fairy tales build cultural being from oral transmission. There are therefore both a tremendous resource for psychic creativity and an important subject for ethical criticism from within the humanities traditions. The Multicultural, Multimedia, Transformative Fairy Tale course will examine fairy tales as the psychic mechanism of archetypes in the context of developing creativity and of mobilizing critiques of their use to mystify social injustice. The course will consider fairy tales from marginalized and indigenous cultures as well as well-known examples in multimedia form. Above all, The Multicultural, Multimedia, Transformative Fairy Tale will give students the means to use fairy tales for creative practice, and as individuation stories that are open to revision, on both a personal and collective level.

Active Imagination, Dreams, and Psychic Creativity

DCH 200, 3 Units

Active imagination is the name given to the technique C. G. Jung pioneered for accessing unconscious material in the psyche, often by working with an image or by dialoging with an inner figure; *The Red Book* contains 16 years of Jung's active imagination within its covers. Students will study *The Red Book* in addition to Katherine Sanford's *The Serpent and the Cross: Healing the Split through Active Imagination* which contains 62 archetypal paintings along with dreams and active imaginations representing 30 years of Sanford's personal inner journey. In addition to active imagination, the role of dreams in the creative life will be explored. For millennia, people across cultures have received inspiration and guidance from their dreams while asleep and their visions while awake, and from the rituals they have undertaken to explore the creative unconscious. As one of the final products in this course, students will create and share an artistic product inspired by one of their own dreams or active imaginations.

Mythic Narratives: Eternal Sources and Contemporary Inflections

DCH 210, 3 Units

In the book series *The Myths,* contemporary world-renowned authors re-tell ancient myths, writing them in their unique style with their own particular spin. Though a relatively new series, there is nothing new about the concept: artists across mediums have always drawn on myths for inspiration and source material. Sometimes, they recreate them using modern technology, such as the animated version of *Hercules*, or the 3-D version of *Clash of the Titans.* Other times, they borrow ancient mythic themes to create an entirely new story; for example, C. S. Lewis' novel *Till We Have Faces* retells the Cupid and Psyche myth*;* the South African novel *Cry the Beloved Country* by Alan Paton retells the myth of the prodigal son. In truth, the most impactful films, novels, plays, and other artistic expressions not only reflect eternal mythic narratives, but do so in a way that feels fresh and timely. Students will compare several original myths from a wide variety of cultures with both historical and contemporary retellings of them, and will produce their own creative retelling of a myth.

Psyche-Nature: The Ecology of Co-creative Transformation and Resilience

DCH 220, 3 Units

This course explores the artist/maker/creative individual as Ecocritic, Ecoactivist, and Ecotherapeute within a framework that introduces deep questions on the origins of creativity, the creative process, and the dynamic intermeshing of human nature and non-human nature. This vital relationship is approached via forays into complexity theory, alchemy, ritual, myth, and healing practices such as ecotherapies, and the ecopsychologies of various world cultures. Students will explore the unique connections and responsibilities of the creative individual to

nonhuman nature as it interrogates our largely unexamined or overly Westernized ideas of "nature," "human," "psyche," "environment," and "wellbeing." These explorations include examining how an individual inhabits, influences and co-creates "place," even as that individual is influenced, inhabited and co-created by "place" itself. In addition, this course foregrounds insights and strategies that enhance our communal powers of resilience, activism, compassion for, and collaboration with our shared world of other-than-human nature.

The Healing Power of Creativity
DCH 230, 3 Units

Art therapy, music therapy, dance therapy, sand-tray therapy, psychotherapy, and narrative therapy are recently established therapeutic modalities in contemporary psychology. Other therapeutic forms such as bibliotherapy, landscape therapy, film therapy, horticultural therapy, and architectural therapy have also recently emerged. Though these forms of therapy are relatively new to Western psychology, they have ancient cross-cultural roots. This course will study those diverse and timeless roots, along with their contemporary manifestations in Western, non-Western and indigenous settings. Students will discuss the ethical implications of working with the creative psyches of others with the intent to heal or transform, while meditating on the kinship of the artist and therapist. Throughout the course, students will reflect upon the pieces of art, art forms, and creative practices that have been a source of personal healing and transformation.

The Artist as Activist and Agent of Social Change
DCH 240, 3 Units

Artistic expression has always had the power to raise consciousness and contribute to social change. The photographs of Dorothea Lange which chronicled the tragic poverty of the Great Depression, Upton Sinclair's novel "*The Jungle*" which highlighted the corruption of the meatpacking industry at the turn of the 20th century, and the documentary films of Michael Moore. In fact, art and artists have played a powerful role in many revolutionary movements: for example, Mexican muralism which arose in the 1930's in post-revolutionary Mexico, and the Black Arts Movement in the United States during the 1960's. Great works of art often open up taboo conversations: one recalls movies like *Guess Who's Coming to Dinner* which used humor to explore interracial relationships, and *Brokeback Mountain* which used tragedy to challenge heteronormality. Through examples like these and more, this course explores the artist as activist and agent of social change. Working in groups, students will select a social issue of importance to them and use various forms of creative expression to raise critical consciousness.

Technology and the Psyche

DCH 250, 3 Units

From the alphabet to motion capture, technologies have been integral to human expression. Technologies shape the landscape of the physical worlds we inhabit as well as the stories and images of human experience. The interchange between technology and the psyche stimulates the flow of creative thinking, influences our dreams, and is the gift from the gods that fires human enterprise. This gift brings with it light (literally, as in the case of Edison's invention of the light bulb) and shadow (literally, as in the case of the atomic bombs which covered Hiroshima and Nagasaki in a shroud of darkness). A significant heritage of technology and psyche is alchemy. Thought to originate in Africa (Egypt), alchemy also emerged from ancient China and was developed in Islamic cultures in the medieval period before profoundly influencing the arts and sciences of medieval Europe. Linked to magic and astrology, alchemy was transported to America and continued in the arts. Adopted by C. G. Jung as historical precursor to his psychology, alchemy is the creative and symbolic technology of the soul. This course will therefore include alchemy as philosophical praxis rooted in the archetypal psyche. Students will consider how technology sculpts diverse cultures and affects not only the way we live, but more specifically, the ways we create and what we create. A particular focus will be placed on the Internet and digital technologies as a source of enchantment of, and within, human expression.

Creativity, Vocation, and Alchemical Work

DCH 260, 3 Units

Given the rapid technological and cultural changes of the 21st century, a program that prepares students for the creativity of soul needs a space to develop ideas, theories and practices of vocation. To what are we "called" in our deepest selves? What is evoked within us that guides us to a life's work; the work of a life that is both an inner direction and an outer calling? Alchemy has long been regarded as the art of psychic, artistic, spiritual and social transformation. Creativity, Vocation and Alchemical Work explores alchemy as a way to orient students to the depths of their life work. The course will combine the study of alchemy as practical transformation, with an imaginal knowing that opens a way into vocation, calling, and creativity applied to "work" in its economic, social, cultural and spiritual dimensions. While the first half of this course will use the lens of alchemy, the second will enable transformative practice of creativity within practical applications, such as finding fresh ways to provide transformational creative work; developing outreach through the web; working new media in alchemical practice and applying depth psychological processes to existing employment and vocational models. Above all, the course seeks to re-configure vocation towards depth and meaning in the context of the alchemical transformation of psyche in the world.

Project Workshop II: Creative Expression and Reflection

DCH 270, 3 Units

This course takes place at the end of the second year. Students will reflect upon what they have learned in the program, and will create a project or portfolio that expresses and reflects their learning. This may take the form of a performance piece, a series of photographs, a collection of essays or poetry, a digital media expression, collage work, sculpture, a film, etc. Students will share their work final residential session, and will turn into their instructor a written essay which summarizes their learning and growth while in the program. Students are encouraged to incorporate issues of diversity and social justice as they take their creativity out into the world. *Pass/No Pass*

Selected Topics in Depth Psychology, Creativity, the Arts & Humanities

DCH 280, 3 Units

Course content may vary. May be repeated for credit.

REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 48 units to fulfill the unit requirement for graduation.
2. A minimum grade of “C” is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course (both online and residential).

M.A. /Ph.D. in Psychology, Religion, and Consciousness

Online Program—Pending Approval From the U.S Department of Education

The study of human consciousness traverses a wide range of phenomena, including advances in the psychology of the unconscious, religious and spiritual experience, near-death experience and altered states of consciousness, the mind-matter problem, as well as the broad spectrum and phenomenology of consciousness itself. Pacifica Graduate Institute's online MA/PhD program in Psychology, Religion, and Consciousness rigorously and creatively engages with such diverse and wide-ranging phenomena, and dialogically synthesizes these vital areas of academic inquiry into a unique inter-disciplinary graduate-level education.

The emergence over the past fifty-plus years of a reinvigorated, pluralistic, and spiritually diverse culture has demonstrated increasing numbers of people eschewing traditional religious belief and practice in favor of experimental, individualistic, and highly syncretized spiritual paths. In response to the prevailing secularism of modern society and the decline of traditional religions, such people find themselves embarking on a quest for deeper life meaning, self-knowledge, and direct religious experience, often within the context of alternative or emerging communities. One need only consider the plethora of practices and perspectives now available—depth psychology, transpersonal psychology, integral theory, yoga, shamanism, psychedelics, mindfulness, esotericism, mysticism, global mythologies and nonwestern religions, creative arts, Indigenous practices, new-paradigm sciences, ecological consciousness, and more.

This program seeks to critically consider the context in which this situation has arisen, to explore and examine the psychology of religious experiences and practices across a wide range of disciplines, and to consider the nature of religious consciousness as it arises both individually and communally. The approach is both theoretical – and to a certain extent – experiential, with students sampling certain practices or considering forms of spirituality as ways of life through the living examples of

specific individuals, cultures, and emerging paradigms. An inter-disciplinary approach that integrates the tools and traditions of depth psychology, religious studies, and consciousness research serve as guiding paradigms within which to explore broader as well as more focused curricular topics, with disparate and often diverse disciplines juxtaposed and brought into dialogue, potentially yielding emergent creative syntheses and new knowledge. The program also considers the extent to which the areas and approaches studied here might form part of a holistic, integral vision of human spirituality in relation to nature and the planet. Throughout, the program will address the pressing problems and crises of our time, including the growing ecological crisis, post-patriarchal religion and spirituality, the violation and exploitation of nature, the restitution of Indigenous and marginalized psychologies and cosmologies, and the emergence of globalized consciousness.

Program Learning Objectives

- Demonstrate ability to articulate and apply key concepts and approaches derived from relevant perspectives in psychology, religion, and consciousness studies.
- Critically analyze theoretical approaches in the study of psychology, religion, and consciousness.
- Conduct research that makes an original scholarly contribution.
- Demonstrate introspective capacities and a depth psychological or religious sensibility in the exploration and understanding of both personal and collective experience.
- Evaluate the study of psychology, religion, and consciousness in relation to other disciplines and to historical and cultural contexts.
- Demonstrate the capacity for structured thought, and the clear articulation and persuasive communication of theories and perspectives in the psychology of religion and consciousness studies.
- Analyze the significance and practice of psychology, religion, and consciousness studies to 21st century conditions, including globalization, ethical concerns, diversity, and multiple ways of knowing.

Student Career Path & Goals

- Postdoctoral research in the psychology of religion, comparative religion or religious studies, consciousness studies, cultural studies, depth psychology, transdisciplinary studies, and cognate areas.
- College professor / university lecturer in the above areas.
- Government and non-profit think-tanks and research bodies dealing with complex problems and future trends, such as commentary on social patterns and practices.
- Psychotherapists and healers with a special interest in spirituality.
- Guides, coaches, and mentors in the areas of transpersonal psychology and spirituality.
- Workshop leaders and authors of popular books, articles, and blogs on spiritual matters.

CURRICULUM OVERVIEW

The Master of Arts degree is awarded after the first two years of study and successful completion of the comprehensive examinations. Students seeking the doctorate degree engage in a third year of course work that includes a sequence of research courses and the development of a concept paper for the dissertation. The fourth and fifth years of study focus on dissertation writing and research. Continuing supervision is provided for the completion of the dissertation.

The live, online portion of PRC classes takes place twice per week during fall, winter, and spring quarters. There are no courses offered during the summer quarter.

FIRST YEAR

Fall

Psychology, Religion, and Consciousness in Context – PRC 710, 3 Units
Spirituality Without Religion in a Secular Age – PRC 711, 3 Units

Winter

Foundations in the Study of Consciousness – PRC 712, 3 Units
Ecology, Religion, and Consciousness: Beyond Anthropocentrism – PRC 730, 3 Units

Spring

Jungian Psychology I: Structure and Dynamics of the Psyche – PRC 732, 3 Units

Dionysian Consciousness: Gender, Nature, and Post-Patriarchal Spirituality – PRC 731, 3 Units

SECOND YEAR

Fall

Psychedelic Spirituality, Transpersonal Psychology, and Non-Ordinary States of Consciousness – PRC 830, 3 Units

Indigenous Psychologies and Cosmologies – PRC 831, 3 Units

Winter

Jungian Psychology II: Psychology and Religion – PRC 832, 3 Units

Buddhist Psychologies of Consciousness – PRC 834, 3 Units

Spring

Gnosticism and the Gospel of Thomas – PRC 850, 3 Units

Contemplative Spirituality Practicum – PRC 851, 3 Units

Written Comprehensive Examination – PRC 800, 0 Units

THIRD YEAR

Fall

Technology and the Post-Human: The Future of Soul and the Basis of Consciousness – PRC 950, 3 Units

Research Methodologies – PRC 910, 3 Units

Winter

Comparative Mysticism: From Perennial Philosophy to Participatory Spirituality – PRC 952, 3 Units

The Death of God: Nietzsche, Nihilism, and the Ubermensch – PRC 951, 3 Units

Spring

Archetypal Cosmology and the Evolution of Consciousness – PRC 930, 3 Units

Dissertation Development – PRC 911, 3 Units

Continuing

Dissertation Writing* – PRC 980, 15 Units

Self-Directed Studies – PRC 970, 3 Units

*The curriculum may vary depending upon evolving academic needs. The required fourth and fifth years of study focus on reading, research, and dissertation writing

.**CONTEXTS, PARADIGMS, AND RESEARCH**

Courses in this area introduce the paradigms central to the program's approach and seek to place the current era in historical context, reflecting society's transition into a post-Christian secular age. Courses consider the influences of feminism, ecological concern, and post-patriarchal consciousness in understanding and interpreting the psychology of religious consciousness. This area also includes research courses, providing students with the skills and methodologies needed for doctoral research and preparing them for dissertation writing.

Psychology, Religion, and Consciousness in Context

PRC 710, 3 Units

This course approaches the Psychology of Religion from a historical and theoretical perspective and introduces students to the study of consciousness. The course uncovers the occult and Spiritualist influences on both disciplines through an examination of four founding figures of modern psychology: Frederic Myers, William James, Sigmund Freud, and C.G. Jung. Students engage with William James' perennial question regarding the scope and limits of human consciousness, and ask, if consciousness can extend "beyond the margins" of our ordinary, waking selves, what might constitute not only its limits, but the farther reaches of consciousness as well?

Spirituality Without Religion in a Secular Age

PRC 711, 3 Units

Consistent data over the past several decades has shown a decline in "organized religion" among general populations in the U.S. and Europe. Yet, at the same time, these same cultures have witnessed a tremendous growth in "spirituality" – often without any corresponding religious tradition or belief. The emergence of multiple and diverse "Spiritual But Not Religious" movements can clearly be articulated within a growing scholarly body of work behind several of them. This course examines this

phenomenon in the context of an increasingly secular landscape that remains avowedly "spiritual," including new (counter)cultural movements that have since emerged.

Foundations in the Study of Consciousness
PRC 712, 3 Units
Starting with the foundational philosophical questions "what is consciousness?" and "what is it like to be conscious?" this course considers and critiques prevailing materialist and dualist views of consciousness in comparison to panpsychism and panexperientialism. Examining the relationship of consciousness to the mind and brain, students explore the idea of consciousness as an emergent phenomenon associated with complexity of material organization. The notion of an "evolution of consciousness" with specific consideration of the possible religious or spiritual value or telos behind such an evolution is at the heart of the course, alongside the related proposition that there are different levels and/or structures of consciousness. Western views of consciousness are compared and contrasted with non-Western perspectives, especially understandings of consciousness in the spiritual traditions of India. Figures covered in the course might include David Chalmers, Susan Schneider, Harald Atmanspacher, Pierre Teilhard de Chardin, Sri Aurobindo, Jean Gebser, and Ken Wilber.

Research Methodologies
PRC 910, 3 Units
An introduction and overview of key theoretical approaches to conducting scholarly research in the fields of psychology, religion, and consciousness, with an emphasis on inter- and trans-disciplinary inquiry. Key methodological areas of hermeneutic inquiry include: spiritual and transpersonal approaches; feminist and de-colonial perspectives; consciousness studies in the humanities; and arts-based research. Students are encouraged to formulate an appropriate working methodology that will serve as the foundation of their dissertation research question.

Written Comprehensive Examination
PRC 800, 0 Units
The Comprehensive Examination is a written exam taken during the second year of the program that examines students' understanding of theoretical perspectives pertaining to the core competencies of the three PRC program areas. Students must pass this capstone requirement of the program in order to receive the MA degree as well as to continue into Year 3 of program coursework. *Pass/No Pass*

Dissertation Development
PRC 911, 3 Units
This course provides the framework for implementing a research idea and writing a concept paper for the dissertation, and prepares students for the task, guiding them through the research project and concept paper. Students learn how to navigate through the dissertation landscape, including

forming a committee, organizing the project, crafting a Literature Review, and confronting psychological roadblocks along the way. Students complete an oral consultation within the course. The purpose of this assessment is to raise critical questions pertaining to the proposed dissertation project. Students must successfully incorporate the critique of this consultation into their dissertation Concept Papers. *Pass/No Pass*

Dissertation Writing

PRC 980, 15 Units

Under the supervision of a Dissertation Committee, students submit a proposal, conduct original research, write and defend a doctoral dissertation. Additional fees will be assessed for this course. *Prerequisite: PRC 911; Pass/No Pass; No Incompletes*

Self-Directed Studies

PRC 970, 3 Units

Self-Directed Studies allows students to explore areas of interest in psychology, religion, and consciousness studies outside the boundaries of the curriculum. This may take the form of attending conferences, workshops, lectures, and/or seminars; engaging in relevant depth transformative practices; participant-observation research or fieldwork; or other training that augments the three inter-disciplinary components of the program. Student must complete a total of 30 hours and submit a reflection paper; this may occur anytime during the course of the program, and is required for the awarding of the Ph.D. All hours must be pre-approved through discussion with the Self-Directed Studies Coordinator. *Pass/No Pass*

Consciousness and Comparative Psychologies of Religion

Courses in this area focus on psychological models, theories, and practices that offer expanded views of the nature and scope of consciousness and the psyche, drawing especially on depth, transpersonal, Buddhist, feminist, ecological, and Indigenous psychologies and cosmologies.

Jungian Psychology I: Structure and Dynamics of the Psyche

PRC 732, 3 Units

This course introduces students to the main elements of C.G. Jung's psychology of the unconscious. Key theoretical concepts, such as persona, ego, archetype, shadow, anima/us, and the Self are unpacked and explored. Jung's more advanced notions of a transcendent function of the psyche, synchronicity, and the "psychoid" nature of reality are considered. The course integrates Jung's contributions to the study of human consciousness through his formative and influential dialogue with theoretical physicist Wolfgang Pauli.

Jungian Psychology II: Psychology and Religion

PRC 832, 3 Units

This course examines C.G. Jung's writings on religion as psychologist, comparativist, and theoretician, and offers an in-depth exploration of Jung's writings on religion with an emphasis on his

methodology and comparative psychology of religion. Topics addressed include Jung's therapeutic "treatment" of Christianity – particularly through his Answer to Job – as well as Jung's sustained interest in Eastern traditions, such as kundalini yoga, Tibetan Buddhism, and the psychology of meditation. Emphasis is placed throughout the course on Jung's notion of a "religious function" of the psyche, and concludes with an overview of Jung's formative and influential discovery and psychological re-thinking of medieval alchemy.

Psychedelic Spirituality, Transpersonal Psychology, and Non-Ordinary States of Consciousness

PRC 830, 3 Units

Known by many names – psychedelics, entheogens, sacred or plant medicines, allies, hallucinogens – the substances opening the psyche to the depths of the personal and collective unconscious are once again in the news in the midst of what has been called a "psychedelics renaissance." This course places the contemporary exploration of psychedelics within the context of depth psychology and the path of individuation. The course provides a basic grounding in theoretical frameworks, including factors that impact experience ("set and setting"). Attention will be given to issues of cultural misappropriation, ethics, shadow, and legality.

Ecology, Religion, and Consciousness: Beyond Anthropocentrism

PRC 730, 3 Units

Through engagement with a variety of approaches, including eco-psychological, transpersonal, multicultural, and liberatory lenses, this course examines how western, globalized corporate cultures have over-developed the individual ego, thereby minimizing not only connection with nature, but with the larger human and more-than-human communities as well. A component of this course will be to (re)establish an ecological self through eco-embodied and nature-based practices.

Dionysian Consciousness: Gender, Nature, and Post-Patriarchal Spirituality

PRC 731, 3 Units

Dionysos, Greek god of wine, intoxication, sensory experience, theatrical excess, and initiatory madness, is also an androgynous god of gender fluidity and sexual liberation, whose cult was led predominantly by and for women, and who was the deity most beloved of Earth. Dionysian consciousness has hinged on paradox, cycles of death and rebirth, and especially transcendence of repressive conditions and crises. This course interprets gender, nature, and post-patriarchal spirituality in a Dionysian key, by taking their ideational and mythic histories apart and re-membering them in forms befitting present mad contexts and speculative futures. Dionysian logic – inherently transdisciplinary, creative, theatrical, and communal – must be taken in parts; not only through the eyes of Dionysos, but also through additional

archetypal perspectives that play key roles in his thiasos, such as Ariadne, Pan, Apollo, the vine, and the Night.

Buddhist Psychologies of Consciousness
PRC 834, 3 Units

In ancient India, sometime around 500 BCE, a new species of spiritual seeker emerged known simply as śramaṇa (renouncer). Untethered from tradition and dogma, the śramaṇa looked inward and explored first-person altered states of consciousness in search of enlightenment. The historical Buddha was a śramaṇa and Buddhism is a śramaṇa spiritual tradition that, over the centuries, has developed a robust program for exploring consciousness through philosophy, meditation, and ritual. It is an embodied approach that equally engages the intellect along with the somatic. This course approaches consciousness through a variety of theories and practices drawn from primary Buddhist sources, as well as more recent philosophical, religious, and scientific investigation.

Indigenous Psychologies and Cosmologies
PRC 831, 3 Units

Indigenous psychologies emerge from various epistemologies, ontologies, and cosmologies that center interdependence, relationship, and stewardship of natural resources and biodiversity. Through the exploration of various Indigenous ways of knowing and being, this course critically challenges imperial forms of knowledge and seeks to construct mutually enriching worldviews in partnership with silenced Indigenous traditions in order to decolonize our current rampant and destructive materialism, and address imperative issues of cultural and ecological genocide.

Archetypal Cosmology and the Evolution of Consciousness
PRC 930, 3 Units

Introducing the emerging discipline of archetypal cosmology, with its roots in ancient Greek philosophical speculation, Jungian psychology, and the symbolic system of astrology, this course considers the relationship between modes of consciousness and the archetypal structure of the universe. It is especially concerned with the different archetypal dimensions of the individuation process and religious experience designated by the four planetary archetypes associated with Saturn, Uranus, Neptune, and Pluto. Studying the cycles of these planets and their correlations with events in cultural history and individual biography, the course critically examines the relationship between the inner and outer dimensions of our experience—between psyche and cosmos—as it places the evolution of consciousness in a cosmological context.

Special Topics and Spiritual Practices

Courses in this area focus on specialist topics, including contemplative spirituality, Nietzsche's vision of the future form of the human self, and advanced studies in mysticism and Gnosticism. This area of courses offers students the critical tools for engaging more deeply with historical traditions while

creatively reimagining future horizons and trans-disciplinary directions.

The Death of God: Nietzsche, Nihilism, and the Ubermensch

PRC 951, 3 Units

Nietzsche is arguably the most influential philosopher of the late modern age, heralding the "death of God," the entrance into a post-Christian era, and anticipating many of the crises of the postmodern. Vehemently rejecting past religious dogma, Christian ethics, and metaphysics, Nietzsche sought to liberate the human spirit to reclaim its nobility and realize its great potential through self-overcoming and the unflinching affirmation of life. Moving through nihilism and in the midst of great personal suffering, Nietzsche discovered within himself a vision of a future possibility for human evolution: the Ubermensch or Overman. Influential on many of the twentieth century's most prominent thinkers, including Jung, no assessment of religion and spirituality in our time can fail to reckon with Nietzsche. This course surveys major elements of Nietzsche's thought, focusing especially on his most celebrated text, Thus Spoke Zarathustra.

Comparative Mysticism: From Perennial Philosophy to Participatory Spirituality

PRC 952, 3 Units

A methodological and historical course focusing on interpretation and comparison in studying the varieties of religious experience and mystical expression. Major themes and theories examined include comparative approaches to the study of mysticism; perennialism, contextualism, and "pure consciousness" debates; feminist and queer theories; psychoanalysis and self-reflexivity; and the recent "participatory turn." Students explore various historical traditions and "case studies" from Christian, Sufi, Kabbalist, and yogic traditions, and engage with each through the variety of interpretive tools and comparative lenses offered throughout the course.

Gnosticism and the Gospel of Thomas

PRC 850, 3 Units

This course is an advanced seminar on Gnosticism, a collection of religious movements and teachings concerned with the quest for liberation from cosmic imprisonment in an oppressive reality governed by metaphysical powers. This liberation is to be achieved through knowledge (gnosis) of our deep inner identity with a spiritual being (the "alien God") transcending the material world. Throughout the course, through a close reading of Gnostic texts and scholarship, we will critically consider the central themes and tenets of a Gnostic vision of existence, including the ways Gnosticism both complements and throws down a radical challenge to accepted interpretations of biblical teachings, and potentially offers the modern world a path to emancipatory psychospiritual insight and transformation.

Technology and the Post-human: The Future of Soul and the Basis of Consciousness

PRC 950, 3 Units

Technology now largely defines our environment and way of life. Tools we once picked up and put down have given way to ubiquitous computation, mediating our relationships with others, with ourselves, and with the world. Extrapolating this trend, many foresee a posthuman existence in which virtual reality and artificial intelligence radically transform both mind and body. This prospect presents a deep challenge to our current conceptions of the psyche and notions of soulful living. This course examines these matters, drawing on perspectives from techno-science, philosophy, cultural studies, and depth psychology. Psychopathology in the Digital Age, the archetypal background of innovation, the role of consciousness, and the counter-cultural response to technocracy are examples of some of the topics that may be covered.

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Contemplative Spirituality Practicum

PRC 851, 3 Units

This course provides students with a foundational knowledge in contemplative practices and pedagogy, and offers an introduction to the fields of Contemplative Studies and Contemplative Psychology. Students will be required to select a contemplative practice of their choice (e.g., yoga, meditation, Centering Prayer, Sufi dervish, etc.) and engage with that tradition throughout the duration of the course. Through self-directed research and self-reflexive inquiry, students will explore the historical and theoretical dimensions of their chosen discipline as "scholar-practitioners," and present their findings in a capstone project

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete 72 quarter units to fulfill the unit requirement for graduation.
2. A minimum grade of "C" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course.
4. Students must successfully pass a Comprehensive Examination during the second year of course work. Each exam essay must receive at least 80 points. The M.A. degree is awarded when the Comprehensive Exam is successfully completed along with 36 quarter units. To be eligible to continue coursework towards the Ph.D. degree, students must complete the Comprehensive Exam and 36 units of coursework.
5. Students must pass an Oral Consultation pertaining to a concept paper for the dissertation.
6. Students must submit and defend an original dissertation accepted by the faculty.

COMPREHENSIVE EXAMINATION

The Comprehensive Examination is a written exam taken during the second year of the program that examines students' understanding of theoretical perspectives pertaining to the core competencies of the three PRC program areas. In addition, an oral consultation takes place in the Dissertation Development course during the third year of the program. The purpose of this assessment is to raise critical questions pertaining to the proposed dissertation project. Students must successfully incorporate the critique of this consultation into their dissertation concept papers in order to advance to candidacy.

DOCTORAL DISSERTATION

The dissertation requirements include successful completion of the advanced research courses offered in the third year of the program. Students must produce an acceptable Dissertation Concept Paper before enrolling in Dissertation Writing. The Dissertation Committee is composed of a Chair, a Reader, and an External Reader. Each member must possess an earned doctorate degree based on a dissertation, unless this requirement is waived by the Research Coordinator of the PRC Program.

Executive Administration

President/CEO ……Leonie Mattison, Ed.D., M.B.A.
Interim Provost……Loraine Devos-Comby, Ph.D.
CFO……Larry Byer

Board of Trustees

Pacifica is supported by a uniquely gifted and hard-working Board of Trustees. They have fiduciary responsibility for the Institute, approving and monitoring the budget. The Board oversees all policy and long-range planning, and provides ongoing advice in their various areas of expertise. Their outstanding contributions and ongoing involvement are invaluable to the growth and well-being of the school.

Thyonne Gordon, Ph.D., Chair

Holding a Ph.D. in Human and Organizational Development from Fielding Graduate University, Dr. Thyonne brings an extensive experiential background in organizational structure and management to Pacifica's Board of Trustees. Dr. Gordon is a Business Profit Strategist, Producer and Writer working with small business Executives to accelerate their growth through her proven methodology of S.T.O.R.Y. (Structure, Targets, Ownership, Relatability and YOU). She joined the Pacifica Board of Trustees in 2007 and became Chair in 2015.

Nancy Swift Furlotti, Ph.D., Trustee

Nancy Swift Furlotti, Ph. D. is a Jungian Analyst in private practice in Carpinteria, CA. She is past president of the C.G. Jung Institute of Los Angeles, where she trained, and founding board member and a president of the Philemon Foundation. She has numerous publications and lectures internationally on Jungian topics, mythology, the environment, and narcissism. Dr. Swift Furlotti established the Carl Jung Professorial Endowment in Analytical Psychology at the Semel Institute for Neuroscience and Human Behavior at UCLA. She is also on the board of the Foundation for

Anthropological Research and Environmental Studies (FARES) and is delighted to have joined the Pacifica Graduate Institute Board of Trustees in 2014.

Kate Baumgart Hogensen, Trustee

Kate is a strategic consultant in experiential and retention marketing for Fortune 500 companies across travel, hospitality, retail, entertainment, and financial industries, as well as pro bono work for the International Association of Analytical Psychology and the CG Jung Institute of Chicago. Her work focuses on finding actionable insights from consumer behavior and strategic recommendations for fostering emotional loyalty. She holds a Masters of Public and Private Management from Yale University and is delighted to have joined the Pacifica Graduate Institute Board of Trustees in 2018.

Paul C. Hudson, J.D., Trustee

Paul is the founder and Managing Director of Hudson & Holland Advisors LLC, a financial advisory firm that assists nonprofit organizations with designing and implementing sustainability initiatives and planning, structuring, negotiating and implementing strategic restructures, including strategic mergers, collaborations and other nonprofit organizational alliances. He is the immediate past Chairman and CEO of Broadway Federal Bank, a certified Community Development Financial Institution that has operated in South Los Angeles since 1947. His practice also includes executive coaching and conducting seminars and workshops for executives on “Understanding Financial Statements” and “Strategic Restructuring”. Paul received his BA in Political Science from the University of California at Berkeley and his JD from the U.C. Berkeley School of Law. He is a member of the State of California and District of Columbia bars. Paul joined the Pacifica Graduate Institute Board of Trustees in 2016.

Frank N. McMillan III, Trustee

An award-winning author, educator and speaker, Frank N. McMillan III has taught courses in North American, Physical, and World Geography at Texas A&M University at College Station, Texas A&M University at Corpus Christi, and Del Mar College. In 2013 he was inducted into the International Association for Analytical Psychology (IAAP) as an honorary member at its XIX International Congress held in Copenhagen, Denmark. His YA novel Cezanne Is Missing (2006) has been taught in schools around the country and his middle reader The Young Healer won the National Association

of Elementary School Principals' (NAESP) Foundation Book of the Year Award in 2012 and was a Mark Twain Readers' Award finalist in 2015. His non-fiction work Finding Jung was published by Texas A&M University Press in 2012. Recently, he founded the Frank N. McMillan Jr. Institute for Jungian Studies in Houston, Texas. Frank joined the Pacifica Graduate Institute Board of Trustees in 2018.

Thomas L. Steding, Ph.D., Trustee

Dr. Steding has been CEO of over ten high tech companies and active Chairman of several others. He is also Chairman and Founder of Quadrix Partners, a leadership consulting organization providing powerful leading edge consultation and intervention for creating high execution organizations. Dr. Steding holds a Ph.D. in Electrical Engineering from University of California, Berkeley, California, and a MS in Management (Sloan Fellow) from Stanford University Graduate School of Business, Stanford, California where he graduated top of his class. He was a commissioned officer and the Distinguished Graduate of Armor Officer Basic at Ft. Knox, Kentucky. He is the co-author of Built on Trust – How to Gain Competitive Advantage in Any Organization, Contemporary Press, 2000, and Leadership in Depth, currently in preparation. Dr. Steding joined the Pacifica Graduate Institute Board of Trustees in 2013.

Dick Osborn, Ph.D., Trustee

Dr. Osborn spent 49 1/2 years in K-university education as a 7th/8th grade classroom teacher and principal, parochial high school teacher/principal, superintendent, college president, and accreditation officer. He has a bachelor's degree in history from Columbia Union College and a master's and Ph.D. in history from the University of Maryland. He and his wife have two children who have given birth to five grandchildren. He is retired living in Moreno Valley, CA. Dr. Osborn joined the Pacifica Graduate Institute Board of Trustees in 2021.

Simeon R. Stewart II, Trustee

Simeon R. Stewart II is the owner of Stewart Manhattan, Inc. a construction management firm that specializes in design-build construction management, renovation and tenant improvements. The firm also manages the design, installation and integration of commercial multimedia systems. Stewart has managed a multimillion dollar portfolio of over 500 projects within the state of California, in multiple

roles – Construction Manager; General Contractor; Design/Builder; Specialty Sub-Contractor and Multimedia Integrator. A graduate of the University of Southern California, Stewart has earned MBA and Bachelor of Science degrees from the Marshall School of Business. He currently sits on the board of the Lloyd Greif Center for Entrepreneurial Studies, Marshall School of Business, chairs the Black Alumni Council of USC's Black Alumni Association and serves on the President's Advisory Council of the Brotherhood Crusade.

Ada Yeh, Trutee

Ada Yeh recently retired after a 31 year career in Human Resources at Warner Bros. Her most recent role, was Vice President, Head of Human Resources the Television Groups, including WB Television, Warner Horizon Scripted & Unscripted, WB Animation, Telepictures, Shed Media and Alloy Entertainment and Blue Ribbon Content. While based at the Studio in Burbank, California, she was responsible for overseeing multiple aspects of HR, including employee relations and investigations, training and development, compensation and benefits and talent acquisition. In her role, she closely collaborated with both divisional presidents, department heads and production executives to address priorities and objectives with a focus on human capital management. Ada graduated from the University of Southern California in 1989 from the Annenberg School of Communications and a minor from the Marshall School of Business. She joined Warner Bros. shortly after graduation and spent her entire working career at the Studio.

PROGRAM CHAIRS

Matthew Bennett, Psy.D, serves as Core Faculty and Co-Chair of the Counseling Psychology Department. Matthew is a licensed clinical psychologist, lecturer, and administrator with experience in public sector mental health and substance abuse treatment. He has broad experience in program development. He was formerly founder and first Director of Training for the Ventura County Behavioral Health Pre-Doctoral Internship in Clinical Psychology and Chair-Elect of the Psychology Department at Ventura County Medical Center in Ventura, California. His research interests include personality disorders, comparative personality theory, and internet applications for mental health. Dr. Bennett is also a returned Peace Corps volunteer (Poland III, 1991-1993).

Jemma Elliot, M.A., L.M.F.T., L.P.C.C., serves as Department Co-Chair and Core Faculty for Pacifica Graduate Institute's Counseling Psychology Department. She supports administrative, curricular, and developmental aspects of the Department, as well as teaches both research and clinical courses in the M.A. Counseling Psychology Program. Jemma has a clinical focus on adoption and separation trauma, and has provided trainings and spoken on panels to advance the understanding of the needs of children and families on the adoption spectrum throughout Los Angeles County. She also has a special interest in working with PTSD from a depth psychological perspective, and in witnessing and hosting the extrasensory gifts and energetic awakenings that often arise in clients after traumatic experiences. Jemma is a Clinical Member of the California Association for Marriage and Family Therapists. She has a great love for the arts, and is a long-time advocate for farmed animal and greyhound rescue and rehabilitation.

Peter Dunlap, Ph.D., is Core Faculty and Co-Chair of the Clinical Ph.D. Program. Peter Dunlap is a psychologist working in private and political practice. He is engaged in research at the interface between Jung's thinking about the role of the psychological attitude in the future transformations of the human species, systems-centered group theory and practice, and emotion-focused psychotherapy for individuals and groups.

Camille Jarmie Harris, Ph.D. is Core Faculty and Co-Chair of the Clinical Ph.D. Program. She is a also licensed psychologist in private practice. She received her Ph.D. in Clinical Psychology from Pacifica in 2018 following a Master's Degree in Clinical Psychology from Lewis & Clark Graduate School of Education and Counseling specializing in counseling with children and adolescents in 2011. Her clinical areas of expertise focus on supporting birthing families during pregnancy, childbirth, and postpartum periods, as well as early attachment, work with children and adolescents, and animal-assisted therapy through a depth orientation.

Dylan Hoffman, Ph.D., is Core Faculty and Co-Chair of the Jungian and Archetypal Studies specialization of the Depth Psychology program at Pacifica. Dylan Hoffman studied liberal arts at Georgetown University and psychology at Adelphi University before completing his Ph.D. in Depth Psychology at Pacifica Graduate Institute—concentrating in Jungian and Archetypal Studies. His work focuses on C. G. Jung's theory of archetypes—on archetypes as the deepest nature of the

psyche and how they interconnect spirit, psyche, and matter as numinous and mythic powers that animate, govern, and structure the cosmos as a whole. Dylan grounds his work in indigenous/shamanic perspectives and practices that provide a primordial, holistic, and sacred worldview within which to understand the archetypal psyche, to embody its wholeness individually, and to serve it culturally through creative imagination.

Keiron Le Grice, Ph.D. is Core Faculty and Co-Chair of the Jungian and Archetypal Studies specialization of the Depth Psychology program at Pacifica. He was educated at the University of Leeds, England (B.A. honors Philosophy and Psychology) and the California Institute of Integral Studies in San Francisco (M.A. and Ph.D. Philosophy and Religion).

Susan James, Ph.D., serves as Core Faculty and Chair of the Community, Liberation, Indigenous, and Eco-Psychologies specialization, and is a community psychologist and digital media producer. Dr. James' work focuses on understanding cultural ecologies and disseminating social science research findings using visual design solutions and film, a practice she pioneered over a decade ago. Dr. James established innovative action research agendas and directed large-scale projects while holding senior positions at New York University, University of Chicago, and the National Center on Addiction and Substance Abuse (CASA) at Columbia University. Her own research focuses on structural violence as a determinant of well-being, and is published in American Journal of Community Psychology and Violence Against Women. She created Research Imaging Productions, a research and design consultancy that conducts social research and produces digital communications products for the nonprofit sector. She earned a B.A. from Sarah Lawrence College and a Ph.D. from New York University. Dr. James has been a guest member of the psychology faculty at Sarah Lawrence College, and a faculty member in the department of Africology at University of Wisconsin-Milwaukee.

Emily Lord-Kambitsch, Ph.D., serves as Associate Core Faculty and Co-Chair of the Mythological Studies program. A scholar, poet-storyteller, and native of Santa Barbara, her lifelong exploration of classical mythology is rooted in the study of Greek and Latin language and literature. After completing a BA in Classics at UCSB, Emily received a Master's degree from the University of Oxford, where her thesis focused on the healing of grief in Roman stoicism, and where she worked as a research

assistant for the Oxford Emotions Project, a cross-disciplinary study of definitions of emotions in ancient Greece. In 2016 Emily received her PhD in Classics at University College London. A prize-winning poet, Emily has ceaseless curiosity about nature, religious experience, Greco-Roman myth, memory, and the transmission of story and artifacts, personal and ancestral.

David Odorisio, Ph.D., serves as Associate Core Faculty and Co-Chair of the Mythological Studies program. David is editor of A New Gnosis: Comic Books, Comparative Mythology, and Depth Psychology (Palgrave Macmillan, 2022), Merton and Hinduism: The Yoga of the Heart (Fons Vitae, 2021), and co-editor of Depth Psychology and Mysticism (Palgrave Macmillan, 2018). He has published in Quadrant, Jung Journal, Philosophy East and West, The Journal of Transpersonal Psychology, and The International Journal of Transpersonal Studies, among other peer-reviewed journals. He currently teaches the following courses in the Mythological Studies program: Methods and Contemporary Issues in Religious Studies; Christian Traditions; Comic Books as Modern Mythology; and Dissertation Formulation.

Juliet Rohde-Brown, Ph.D., serves as Core Faculty and Chair of the Integrative Therapy and Healing Practices specialization. Her articles and reviews have been published in journals such as Psychological Perspectives, Journal of Divorce and remarriage, and the Journal of Humanistic Psychology, among others. Her main areas of interest are in what is currently referred to as the biofield and in transpersonal inquiry. Dr. Rohde-Brown is past-president of Imagery International, an organization composed of health and wellness practitioners who honor the roe of the imagination of healing. She is a founding board member of Tierra Sagrada: Sacred Earth Foundation, an organization that honors and advocates for indigenous ways of knowing. She has introduced role play, trauma education, and compassion-somatic-based imagery practices to inmates at Cocoran Prison as a volunteer through Restorative Justice Resources and she has facilitated workshops and retreats at La Casa de Maria and other venues. She has been involved with meditative practices for the past two decades and she is a licensed psychologist with a small practice in Carpinteria.

Mary Antonia Wood, Ph.D., serves as Core Faculty and Chair of the Depth Psychology and Creativity program. She is the owner of Talisman Creative Mentoring, a practice that supports artists and creators of all types. Through one-on-one consultations, group workshops and classes, Wood

assists creative individuals who desire a stronger and more authentic connection to the deepest archetypal sources of creativity. Wood has been a visual artist for over twenty five years, working in a variety of media. Her work has been featured in numerous solo and group exhibitions and has been collected by both public institutions and individuals. In addition, she has collaborated with writers and artists on public art commissions. Wood is the author of The Archetypal Artist: Reimagining Creativity and the Call to Create (Routledge, 2022).

CLINICAL PSYCHOLOGY DEPARTMENT

Co-Chair, Peter Dunlap, Ph.D.
Co-Chair, Camille Jarmie Harris, Ph.D.
Program Administrator, Vaughn Zitzer
Director of Clinical Training, Whitney Dunbar, Ph.D.
Research Coordinator, Brenda Murrow, Ph.D.
Clinical Training Coordinator, Andrea Alfaro
Student Affairs Coordinator, Susan Evergreen Hericks, Ph.D.

COUNSELING PSYCHOLOGY DEPARTMENT

Co-Chair, Matthew Bennett, Psy.D.
Co-Chair, Jemma Elliot, M.A., L.M.F.T., L.P.C.C.
Director of Administration, Maddie Hodges, M.Ed.
Program Administrator, Ana Guerrero, Ph.D.
Academic Sessions Administrator, Annabelle Amos, B.F.A.
E-Learning Administrator, Kathleen Rodgers
Student Affairs Coordinator, Oralia Limon, M.S.
Director of Clinical Training, Michele Wolf, M.A., L.M.F.T.
Clinical Practicum Associate II, Cynthia Fredericksen, M.A., L.M.F.T.
Clinical Practicum Associate II, Taryn Holvick, M.A., L.M.F.T.
Clinical Practicum Coordinator, Tania Parra-Marin
Director of Research, M.A. Counseling Program, Gioia Jacobson, M.A., L.M.F.T.
Director of Research, Psy.D. Counseling Program, Jaclyn Deilgat, Ph.D.
Process of Psychotherapy Coordinator, Elisabeth Gonella, M.A., L.M.F.T.

Faculty Liaison, M.A. Counseling Program, Kathee Miller, M.A., L.M.F.T.

Faculty Liaison, Psy.D. Counseling Program, Nitsa Dimitrakos, Ph.D.

M.A. /PH.D. PROGRAM IN DEPTH PSYCHOLOGY, JUNGIAN AND ARCHETYPAL STUDIES SPECIALIZATION

Specialization Co-Chair, Keiron Le Grice, Ph.D.

Specialization Co-Chair, Dylan Hoffman, Ph.D.

Research Coordinator, Keiron LeGrice, Ph.D.

Program Administrator, Nina Falls

M.A. /PH.D. PROGRAM IN DEPTH PSYCHOLOGY, SOMATIC STUDIES SPECIALIZATION

Research Coordinator, Rae Johnson, Ph.D.

M.A. /PH.D. PROGRAM IN DEPTH PSYCHOLOGY, COMMUNITY, LIBERATION, INDIGENOUS, ECO-PSYCHOLOGIES SPECIALIZATION

Specialization Chair, Susan James, Ph.D.

Research Coordinator, Susan James, Ph.D.

Community Praxis Coordinator, Nuria Ciofalo, Ph.D.

Program Administrator, Nina Falls

PH.D. PROGRAM IN DEPTH PSYCHOLOGY WITH SPECIALIZATION IN INTEGRATIVE THERAPY AND HEALING PRACTICES

Specialization Chair, Juliet Rohde-Brown, Ph.D.

Program Administrator, Susan Evergreen Hericks, Ph.D.

Director of Research and Research Coordinator, Elizabeth Nelson, Ph.D.

M.A. PROGRAM IN DEPTH PSYCHOLOGY AND CREATIVITY

Chair, Mary Wood, Ph.D.

Program Administrator, Nina Falls

M.A. /PH.D. PROGRAM IN MYTHOLOGICAL STUDIES

Co-Chair, Emily Lord-Kambitsch, Ph.D.

Co-Chair, David Odorisio, Ph.D.

Research Coordinator, Emily Lord-Kambitsch, Ph.D.

Interim Program Administrator, Amy Nash

DISSERTATION OFFICE

Dissertation Office Manager, Meadow Rhodes

Dissertation Office Coordinator, Jude Ryan

Please note: program leadership appointments are updated in the year prior to the publication of the Course Catalog. Please check in with programs or contact the Academic Affairs Office at academicaffairs@pacifica.edu for a current list of program leadership.

Core and Adjunct Faculty

Stephen Aizenstat

Ph.D., Clinical Psychology, Fielding Graduate University

PUBLICATIONS INCLUDE: *DreamTending; Imagination and Medicine (co-editor)*

AREAS OF EMPHASIS: Depth Psychotherapy; Dream Research; Archetypal Psychology

Avrom Altman, Professor Emeritus

M.A., University of Missouri, Kansas City; Licensed Marriage and Family Therapist; Licensed Professional Counselor; Certified Hakomi Psychotherapist

AREAS OF EMPHASIS: Research in Psychology; Directed Research; Clinical Practice, Process of Psychotherapy; Group Process; Body-Centered Depth Psychotherapy; Human Sexuality; Matrixial Borderspace and Aesthetics

Megan Auster-Rosen

Psy.D., Adult Clinical Psychology, Yeshiva University, Ferkauf Graduate School of Psychology

AREAS OF EMPHASIS: Interpersonal / relational psychotherapy; Trauma focused therapy; Psychosocial Support; Research in Psychology

Matthew Bennett

Psy.D., Clinical Psychology, Georgia School of Professional Psychology

AREAS OF EMPHASIS: Diagnosis and treatment of personality disorders; Comparative Personality theory; Psychology in Literature and Art; Psychological assessment and testing

Patricia Berry

Ph.D., Psychology, University of Dallas, Braniff Graduate School

PUBLICATIONS INCLUDE: Echo's Subtle Body: A Contribution to Archetypal Psychology; Image in Motion; Rules of Thumb; A Little Light

AREAS OF EMPHASIS: Jungian Analyst, Archetypal Psychology

Allen Bishop, Professor Emeritus

Ph.D., Educational Psychology, University of Southern California; Certified Psychoanalyst, Psychoanalytic Center of California; Licensed Psychologist

AREAS OF EMPHASIS: Psychoanalysis; Music and Psychoanalysis; Psychoanalytic Practice

Kesstan Blandin

Ph.D., Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: The Emotional Journey of the Alzheimer's Family

AREAS OF EMPHASIS: Dementia, Therapeutic research intervention design, Self and identity in consciousness

Barbara Boyd

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Depth Psychology, Trauma, Attachment, The sacred feminine

Fanny Brewster

Ph.D., Clinical Psychology, Pacifica Graduate Institute; M.F.A., Creative Writing, Goucher College

PUBLICATIONS INCLUDE: Archetypal Grief: Slavery's Legacy of Intergenerational Child Loss

AREAS OF EMPHASIS: Depth, Archetypal and Jungian Psychology; Integrative Therapy and Healing Practices; Dreams, Creative Writing and Mythology

James Broderick

Ph.D., Clinical Psychology & Community Change, California School of Professional Psychology, San Diego; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Evidence-Based Practices and Diagnostics; Phenomenology; Critical Theory (of Frankfurt School of Social Research); Sand Tray Therapy; Humanistic-Existential Psychology; Innovative Approaches to Serious Mental Illness; Depth Psychology in Management

Joseph Cambray

Ph.D., Chemistry, University of California, Berkeley

Certified Jungian Analyst, C. G. Jung Institute, Boston

PUBLICATIONS INCLUDE: *Synchronicity: Nature and Psyche in an Interconnected Universe; Analytical Psychology: Contemporary Perspectives in Jungian Analysis, (ed).*

Edward Casey

Ph.D., Philosophy, Northwestern University

PUBLICATIONS INCLUDE: *Imagining: A Phenomenological Study; Getting Back Into Place; Spirit and Soul: Essays in Philosophical Psychology*

AREAS OF EMPHASIS: Philosophical foundations of archetypal psychology; Phenomenological psychology; Phenomenology and hermeneutics; Ecopsychology; Frontiers of depth psychology; Somatic psychology

Jane Castillón
M.A., Counseling Psychology, Southern Illinois University at Carbondale

Emily Lord-Kambitsch
Ph.D., Classics, University College London (UCL)
PUBLICATIONS INCLUDE: *An Alternative 'Roman Spectacle': Fragmentation, Invocations of Theatre, and Audience Engagement Strategy in Kalem's 1907 Ben-Hur*
AREAS OF EMPHASIS: Greek and Latin language and literature; Greco-Roman mythology; Greek tragedy;

Nuria Ciofalo
Ph.D., University of Hawaii
AREAS OF EMPHASIS: Depth psychology applied to community studies; Jungian approaches to youth development; Ethno-cultural aspects in depth psychology; Indigenous psychologies; Participatory action research; Indigenous approaches to knowledge generation; Depth psychology and psychodrama; Archetypal psychology and cultural issues; Liberation psychology

Joseph Coppin, Professor Emeritus
Ph.D., Clinical Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist
PUBLICATIONS INCLUDE: *The Art of Inquiry: A Depth Psychological Approach*
AREAS OF EMPHASIS: Depth Psychology; Clinical Practice; Therapeutic Dialogue; Organizational Psychology; Depth Psychological Approaches to Research

Lionel Corbett
M.D., University of Manchester; Certified Jungian Analyst, C.G. Jung Institute, Chicago
PUBLICATIONS INCLUDE: *The Religious Function of the Psyche; The Sacred Cauldron: Psychotherapy as a Spiritual Practice; Psyche and the Sacred: Spirituality Beyond Religion*
AREAS OF EMPHASIS: Religious Function of the Psyche; Interface of Analytical Psychology and Psychoanalytical Theories

Roger Dafter

Ph.D., Clinical Psychology, University of North Texas, Licensed Clinical Psychologist

Ph.D., Behavioral Medicine, University of North Texas

Jorgé de la O, Professor Emeritus

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Chicano Studies; Process of Psychotherapy; Group Process; Domestic Violence; Jungian Psychology; Sand Play

Jaclyn Deilgat

Ph.D., Clinical Psychology with an emphasis in Depth Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: defense mechanisms, archetypes, schemas, cognitive distortions, and socio-political-historical influences on psychology functioning.

Alonso Dominguez

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Therapy for at-risk youth, Marriage Family Therapy

Christine Downing, Professor Emerita

Ph.D., Religion & Culture, Drew University

PUBLICATIONS INCLUDE: *The Luxury of Afterwards; Prelude: Essays in Ludic Imagination; Disturbances in the Field: Essays in Honor of David L. Miller (editor); Gleanings: Essays 1982-2006*

AREAS OF EMPHASIS: Greek Mythology; Women's Studies; Psychoanalysis

Peter Dunlap

Ph.D., Psychology, Institute of Imaginal Studies

AREAS OF EMPHASIS: Systems-centered group theory and practice; Emotion-focused psychotherapy; Jungian political psychology

Jemma Elliot

M.A., Pacifica Graduate Institute; Licensed Marriage and Family Therapist; Licensed Professional Clinical Counselor

AREAS OF EMPHASIS: adoption and separation trauma; PTSD from a depth psychological perspective

David M. Fetterman

Ph.D., Educational and Medical Anthropology, Stanford University

AREAS OF EMPHASIS: educational evaluation; ethnography; educational technology; policy analysis; programs for dropouts and gifted and talented education

Carolyn Finney

Ph.D., Geography, Clark University

Matthew Fishler

Ph.D., Clinical Psychology, Pacifica Graduate Institute; J.D., U.C.L.A.

AREAS OF EMPHASIS: Jungian analytic, psychoanalytic, existential, and mindfulness-based approach

Stephen P. Fitzgerald

Ph.D., Organizational Psychology, Alliant International University

Sukey Fontelieu

Ph.D., Psychoanalytic Studies, University of Essex; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Jungian and Archetypal Theory; Mythological Studies; Clinical Issues

Cynthia Fredericksen

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Depth Psychotherapy; Jungian Analysis; Alchemy, Fairytales, dreams, and copper etching; Individual, group, and family counseling

Elisabeth Gonella

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Marriage and Family Therapy; Wilderness Therapy; Gestalt based group therapy; Expressive arts; Depth Psychology

Veronica Goodchild, Professor Emerita

Ph.D., Clinical Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *Eros and Chaos: The Sacred Mysteries and Dark Shadows of Love; Songlines of the Soul: Pathways to New Vision for a New Century*

AREAS OF EMPHASIS: Jungian Thought and Practice; Imaginal Perspectives in Research; Dreams; Religious Experience; Synchronicity; Anomalous Encounters

Matthew Green

Ph.D., Depth Psychology, Pacifica Graduate Institute; M.S., International Agricultural Development, University of California, Davis

Gary Groth-Marnat, Professor Emeritus

Ph.D., Clinical Psychology, California School of Professional Psychology, San Diego; Diplomate American Board of Professional Psychology (Clinical); Diplomate American Board of Assessment Psychology; Licensed Psychologist

PUBLICATIONS INCLUDE: *Neuropsychological Assessment in Clinical Practice: A Practical Guide to Test Interpretation and Integration; Handbook of Psychological Assessment; Integrative Assessment of Adult Personality*

AREAS OF EMPHASIS: Psychological Assessment; Eating Disorders; Dreams of Terminally Ill Patients; Clinical Hypnosis; Near Death Experience

Maren Tonder Hansen

Ph.D., Psychology, Saybrook Graduate School; M. Div., Starr King School for the Ministry; Licensed Marriage, Family and Child Therapist; Ordained Unitarian Universalist Minister

PUBLICATIONS INCLUDE: *Mother Mysteries; Teachers of Myth*

AREAS OF EMPHASIS: Psychological and Educational Uses of Myth; Women's Spirituality; Human Development

Benjamin Heilveil

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Depression, Child or Adolescent Counseling, Trauma

Taryn Holvick

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Adolescent and Young Adult Counseling; Counseling Psychology

Gioia Jacobson

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Creative Writing; Holistic Medicine; Yoga; Counseling Psychology

Susan James

Ph.D., Community Psychology, New York University

AREAS OF EMPHASIS: Racial socialization; Structural violence, Indigenous technologies

Rae Johnson

Ph.D., Holistic and Aesthetic Education, University of Toronto

Patricia Katsky

Ph.D., Sociology, University of California, Los Angeles; Certified Jungian Analyst, C.G. Jung Institute of Los Angeles; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Dreamwork; Training and Growth of Therapists; Religious Function of the Psyche

Aaron Kipnis, Professor Emeritus

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Licensed Clinical Psychologist

PUBLICATIONS INCLUDE: *The Midas Complex: How Money Drives Us Crazy and What We Can Do About It; Knights Without Armor; What Women and Men Really Want; Angry Young Men* AREAS OF EMPHASIS: Gender Studies; Depth Psychology; Psyche and Culture; Clinical Psychology; Ecopsychology; Research

Allen D. Koehn, Professor Emeritus

D.Min., Fuller Theological Seminary; Certified Jungian Analyst, C.G. Jung Institute, Los Angeles; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Theoretical Foundations of Depth Psychology; Myth, Literature, and Religion; The Trickster; The Creative Process

Keiron Le Grice

Ph.D., Philosophy and Religion, California Institute of Integral Studies

PUBLICATIONS INCLUDE: *The Rebirth of the Hero: Mythology as a Guide to Spiritual Transformation; The Archetypal Cosmos: Rediscovering the Gods in Myth, Science and Astrology; Discovering Eris: The Symbolism and Significance of a New Planetary Archetype*

Helene Lorenz, Professor Emeritus
Ph.D., Philosophy, Tulane University; Diploma in Analytical Psychology from C.G. Jung Institute

Kathryn Madden
Ph.D., Psychology and Religion, Union Theological Seminary, Licensed Psychoanalyst.
PUBLICATIONS INCLUDE: *Dark Light of the Soul*

Michael Madden
M.A., Experimental Psychology, Northeastern University; M.A. Clinical Psychology, Antioch University
AREAS OF EMPHASIS: Trauma and Recovery; Couples and Family Systems Therapy; Domestic Violence Assessments and Treatment; Spiritual and Buddhist Approaches to Psychotherapy & Transformation

Patrick Mahaffey, Professor Emeritus
Ph.D., Religious Studies, University of California, Santa Barbara
AREAS OF EMPHASIS: Hindu Traditions, Buddhist Traditions, Contemplative Yoga and Mysticism, Psychology and Religion

Chris Miller
Ph.D., Mythology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Analytical Psychology; Depth Psychology; Cinema and Culture

Kathee Miller
M.A., Antioch University, Santa Barbara; Licensed Marriage and Family Therapist
AREAS OF EMPHASIS: Process of Psychotherapy; Clinical Practice; Imaginal Psychology; Active Imagination and Sandplay; Authentic Movement—A Pathway to Psyche; The Body as Sacred Text; Symbol & Image in Visual Art

Mark Montijo
Ph.D., Clinical Psychology, Pacifica Graduate Institute; Marriage and Family Therapist
AREAS OF EMPHASIS: Native American Healers; Anima Mundi; Sacred Work of a Psychotherapist

Elizabeth Nelson
Ph.D., Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: *The Art of Inquiry: A Depth Psychological Perspective, (co-authored); Psyche's Knife: Archetypal Explorations of Love and Power*
AREAS OF EMPHASIS: Research Methodologies and Dissertation Development

Marilyn Owen
M.A., Counseling Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Somatic interventions, imaginal/creative process, Tibetan Buddhism; Integral Philosophy, and Depth Astrology

Avedis Panajian, Professor Emeritus
Ph.D., Clinical Psychology, U.S. International University; Certified Psychoanalyst; Training and Supervising Analyst; Licensed Psychologist; Diplomate in Clinical Psychology, American Board of Professional Psychology
AREAS OF EMPHASIS: Clinical Psychoanalysis; Psychopathology; Primitive Mental States

Ifat Peled
Ph.D., Clinical Psychology
AREAS OF EMPHASIS: Depth Psychology; Adolescence Development and Psychopathology; Human Development; Personality Disorders; Mindfulness; Dreams and Healing

Elizabeth Perluss
Ph.D., Depth Psychology, Pacifica Graduate Institute; Licensed Marriage and Family Therapist and Credentialed School Counselor
AREAS OF EMPHASIS: Ecopsychology; Wilderness rites of passage; Jungian psychology

Lori Pye
Ph.D., Mythological Studies with an Emphasis in Depth Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Health; Environmental and Marine Conservation; Ecopsychology

Juliet Rohde-Brown
Ph.D., Clinical Psychology, Fielding Graduate University
PUBLICATIONS INCLUDE: Imagine Forgiveness (2010); Exploring Disability from the Lens of Humanistic Psychology (chapter in Humanistic Approaches to Multiculturalism and Diversity: Perspectives on Existence and Difference (2019) Edited by L. Hoffman, H. Cleare-Hoffman, N. Granger, and D. St. John), Routledge.
AREAS OF EMPHASIS: Forgiveness, Spiritual inquiry

Robert Romanyshyn, Professor Emeritus

Ph.D., Clinical Psychology, Duquesne University; Affiliate Member of The Inter-Regional Society of Jungian Analysts

PUBLICATIONS INCLUDE: *The Wounded Researcher: Research with Soul in Mind; Ways of the Heart: Essays toward an Imaginal Psychology; Mirror and Metaphor: Images and Stories of Psychological Life; Technology as Symptom and Dream; The Soul in Grief: Love, Death, and Transformation;* and *Psychological Life: From Science to Metaphor*

AREAS OF EMPHASIS: Imaginal Psychology as the Outcome of a Dialogue between Phenomenology and Jungian Psychology and Its Application to Research, Cultural Issues, and Psychotherapy; Exile, Homecoming and the Mythic Roots of Technology; Writing Down the Soul and the Creative Process; Issues of Language and Embodiment

Safron Rossi

Ph.D., Mythological Studies with emphasis in Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: Joseph Campbell *Goddesses: Mysteries of the Feminine Divine* (editor); *Jung on Astrology* (editor)

AREAS OF EMPHASIS: Archetypal Astrology and Cosmology; Mythology; Goddess Studies; Archetypal Psychology

Susan Rowland

Ph.D., Literature and Depth Psychology, University of Newcastle

PUBLICATIONS INCLUDE: *The Ecocritical Psyche: Literature, Complexity, Evolution, and Jung; C.G. Jung in the Humanities; Jung as a Writer; Jung: A Feminist Revision; From Agatha Christie to Ruth Rendell; C.G. Jung and Literary Theory; Psyche and the Arts (editor)*

AREAS OF EMPHASIS: Depth psychology; Jung; Writing; Literature; the Arts; Gender; Feminism; Ecocriticism; Ecopsychology; Poetry

Robert A. Ryan

Ph.D., Counseling Psychology, University of South Dakota-Vermillion

Chela Sandoval

Ph.D., University of California, Santa Cruz

Gregor Sarkisian

Ph.D., Community Psychology, University of Missouri, Kansas City, Postdoctoral fellow in the Clinical Services Researching Training Program at the Department of Psychiatry, University of California, San Francisco (UCSF)
AREAS OF EMPHASIS: Community Psychology: Theories and Methods; Community Consultation and Collaboration; Program Development and Evaluation; Prevention and Promotion, Power, Empowerment, and Community Practice; Community Organizing; Community Coalition Building; Qualitative Interviewing; Field Study in Applied Community Psychology.

Michael Selby

Ph.D., Clinical Psychology, University of Memphis
AREAS OF EMPHASIS: Assessment of learning disabilities and forensic psychology

Elizabeth Schewe

Ph.D., Clinical Psychology with a specialization in Depth Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Psychodynamic Psychotherapy; Eating Disorders; The Meaning of Voice and Self-disclosure in Eating Disorder Recovery; Yoga and Mindfulness

Jeanne Schul

Ph.D., Depth Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Somatic Movement Therapy; Dance; Therapeutic Work in Dreams; Reiki and Somatic Movement Therapy; Yogic Chakra System and Dance Improvisation

Mady Schutzman

Ph.D., Performance Studies, New York University
PUBLICATIONS INCLUDE: *The Real Thing: Performance, Hysteria, and Advertising; Playing Boal: Theatre, Therapy, Activism; A Boal Companion: Dialogues on Theatre and Cultural Politics*
AREAS OF EMPHASIS: Ritual; Theatre and Social Justice; Trickster Figure in Culture; Humor/Comedy/Parody

Glen Slater

Ph.D., Clinical Psychology, Pacifica Graduate Institute
PUBLICATIONS INCLUDE: *Senex and Puer* (editor); *Varieties of Mythic Experience* (editor)
AREAS OF EMPHASIS: Jungian and Archetypal Psychology; Psychology and Religion; Cinema and Psyche; Psychology and Technology

Dennis Patrick Slattery, Professor Emeritus

Ph.D., Literature & Phenomenology, University of Dallas

PUBLICATIONS INCLUDE: *Harvesting Darkness: Essays on Literature, Myth, Film and Culture; Casting the Shadows; Grace in the Desert: Awakening to the Gifts of Monastic Life; Just Below the Water Line; Depth Psychology: Meditations in the Field (editor)*

AREAS OF EMPHASIS: Psyche and Nature; Literary Classics; Genre Theory; Theories of Mytho-poeisis; Pedagogy; Body and Psyche; Epic Narrative; Phenomenology; Joseph Campbell's Theory of Myth

Evans Lansing Smith

Ph.D. Comparative Literature, Claremont Graduate School

PUBLICATIONS INCLUDE: *Sacred Mysteries: Myths about Couples in Quest; The Descent to the Underworld in Literature, Painting, and Film: The Modernist Nekyia; Figuring Poesis: A Mythical Geometry of Postmodernism*

AREAS OF EMPHASIS: Myth in Literature from Antiquity to Postmodernism; Arthurian Romances; The Hermetic Tradition

Paul W. Speer

Ph.D., Baker University

Brian Stachowiak

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: empowerment and cultivation of PGBT personhood that honors and values the social role and visionary aspects of the LGBT experience from an affirmative and psychodynamic Jungian orientation

Zaman Stanizai

Ph.D., Political Science, University of Southern California; M.A. Linguistics, University of Washington

AREAS OF EMPHASIS: Islamic Studies; Theosophy, Political Philosophy; Islamic Mysticism; Sufism; Poetic Expression in Mystic Thought

Thomas Steffora

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Archetypal Psychology; Philosophically-Informed Psychology; Medically-integrative Therapy; Somatic Symptom Pathology; Phenomenological Modalities; Systems-focused Couples and Individual Psychotherapy

Andrew Teton

M.A., Clinical Psychology, Antioch University, Santa Barbara; Licensed Marriage and Family Therapist

AREAS OF EMPHASIS: Theories of Psychotherapy; Marriage, Couples, and Family Systems; Law and Ethics; Clinical Skills; Group Psychotherapy; Trauma Recovery; Body Inclusive Therapeutic Approaches; California Licensing Preparation

Paula Thomson

Psy.D., Psychology, American Behavioral Studies Institute; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Developmental Psychology through Adolescence, Strong Focus on Neurobiology and Attachment Theory

Joanna Walling

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Thesis Advising; Intersection of Depth Psychology, Cognitive Behavioral Therapy; Neuroscience with Culture and Creative Identity

Mary Watkins, Professor Emerita

Ph.D., Clinical and Developmental Psychology, Clark University; Licensed Clinical Psychologist

PUBLICATIONS INCLUDE: *Waking Dreams; Invisible Guests; Talking with Young Children about Adoption; Toward Psychologies of Liberation co-author with Helene Shulman).*

AREAS OF EMPHASIS: Imaginal/Archetypal Psychology; Object Relations Theory; Liberation Psychology; Participatory and Phenomenological Research; Dialogue Theory/Praxis

Roderick Watts

Ph.D., Psychology, University of Maryland

Gary White

M.A., Antioch University; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Sexual Violence; Sexuality; Multi-Cultural Issues; Men's and Women's Issues; Multiple Personality Disorder

Michele Wolf

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Substance Abuse Treatment Programs; Depth Psychology; Art, Story and Sand Tray

Mary Antonia Wood

Ph.D., Mythological Studies, Pacifica Graduate Institute

AREAS OF EMPHASIS: Jungian and Archetypal Approaches to Soul and Creativity; Depth Psychology's Relationship to the Arts, Humanities and Ancient Healing Traditions; Mentoring and Creative Practice

Jonathan Young

Ph.D., Clinical Psychology, Alliant International University

AREAS OF EMPHASIS: Storytelling; Training for Health Professionals; Lectures for Arts Organizations; Expressive Arts Therapy; Screenwriting; Mythology expert

Willow Young, Professor Emerita

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage and Family Therapist; CAMFT Certified Supervisor

AREAS OF EMPHASIS: Jungian and Self-Psychology; Archetypal Research; World Arts, Culture, and Mythology; Psyche and Dreams; Clinical Practice Issues

Admission Requirements

Pacifica Graduate Institute welcomes a culturally diverse academic community. Applicants are selected for matriculation in the programs at the Institute according to the potential Pacifica perceives they have to succeed in master's or doctoral level work. While maintaining rigorous standards for admission relative to professional and personal attributes, the Institute seeks to emphasize qualities that measure a student's aptitude for success in Pacifica's courses of study. Thus, the application review process focuses on past educational performance, letters of recommendation, emotional maturity, and the presentation of self in the application essays and interview. All applicants are asked to demonstrate research skills and writing ability by submitting writing samples. The Institute's graduate degree programs require separate applications and admission evaluations. Completion of one of Pacifica's M.A. programs does not guarantee admission to one of the Institute's doctoral programs.

M.A. in Counseling Psychology with Emphasis in Marriage and Family Therapy, Professional Clinical Counseling, and Depth Psychology

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. The M.A. Counseling Psychology Program seeks individuals who are psychologically minded, and who show evidence of emotional resilience, cultural awareness, and commitment to the scholarly questioning necessary to work with diverse individuals and communities. The Program values students whose backgrounds include work in social, psychological, religious, or human services, and academic training in psychology or the humanities. Successful applicants will display scholarly writing skills, interest in research, and preferably experience with their own personal psychotherapy.

Psy.D. in Counseling Psychology with Emphasis in Depth Psychology

Applicants must have a master's degree from an accredited or state-approved institution of higher education. The Psy.D. Counseling Psychology Program seeks individuals who are psychologically minded, and who show evidence of emotional resilience, cultural awareness, and commitment to the scholarly questioning necessary to work with diverse individuals and communities. The Program values students whose backgrounds include work in social, psychological, religious, or human

services, and academic training in psychology or the humanities. Successful applicants will display scholarly writing skills, interest in research, and preferably experience with their own personal psychotherapy.

M.A. /Ph.D. in Clinical Psychology with Emphasis in Depth Psychology

Applicants must have a bachelor's and/or master's degree in psychology or related field from an accredited institution of higher education. Students with an education that emphasized scholarship in human sciences, psychoanalytic, Jungian, and other depth psychological approaches are especially considered. Applicants to the Clinical Psychology Program are expected to bring a strong foundation in scholarly research and writing, as well as a demonstrated interest and aptitude for the study of depth psychology, which will be assessed during the application process. The program seeks individuals who are psychologically minded and who show evidence of emotional resilience, deep cultural awareness, and a commitment to scholarly questioning necessary to work with diverse individuals and communities. In addition to advanced writing and scholarship skills, successful candidates will have supervised clinical experience and manifest an interest in the relationships among psychology, the humanities, and human sciences. The experience of personal depth psychotherapy is highly valued.

Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practices

Applicants must have a master's degree from an accredited or state-approved institution of higher education. In addition, this doctoral specialization requires candidates to have experience and training in a distinct healing-oriented or therapeutic profession. The program is ideal for diverse practitioners (licensed, pre-licensed, or license-exempt) in the following professions (partial list): *Psychotherapists, Psychologists, Marriage and Family Therapists, Social Workers, Professional Counselors, Health and Medical Professionals (Nursing professionals, Physicians, Allied Health Providers), Jungian Analysts, Psychoanalysts, Specialized Addiction and Treatment Counselors, Expressive Arts Therapists, Spiritual and Pastoral Counselors, Health and Wellness Practitioners with Advanced Training, and Other Qualified Consultants and Counselors.* Applicants must either be practicing or have a plan in place to start practicing once they have enrolled in the program.

Because the program maintains a strong emphasis on learning through practice consultation groups, we seek candidates who are psychologically-minded and show evidence of emotional resiliency. Prior commitment to personal growth and development as a client or patient working with a therapeutic professional is an important factor in the consideration of the application.

In addition to having advanced skills in writing and scholarship, successful candidates will hold some familiarity with, and aptitude for, the perspectives of depth psychology, and demonstrate a commitment to practice and research in a therapeutic and healing-oriented profession.

M.A. /Ph.D. in Depth Psychology with Specialization in Community, Liberation, Indigenous, and Eco-Psychologies

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher learning. Applicants must also demonstrate aptitude in the following areas: a background in psychology through formal coursework or personal study and experience; a background in interdisciplinary studies, such as the humanities and social sciences with an emphasis in cultural studies, social justice studies, and environmental studies; a demonstrated interest in scholarly research and active community engagement around an issue of their concern.

M.A. /Ph.D. in Mythological Studies with Emphasis in Depth Psychology

Pacifica's Mythological Studies Program seeks students who have the potential to succeed in the creative application of mythological themes and psychological insights. In the process of reviewing applicants, attention is focused on past educational, creative, and professional endeavors. Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. While a degree in the humanities, arts, or social sciences is preferred, other degrees will be considered. Successful completion of a Comprehensive Examination during the second year of the program and demonstrated proficiency in academic research are required for continuation into the third year (Ph.D. coursework) of the program.

M.A. in Depth Psychology and Creativity with Emphasis in the Arts and Humanities

Applicants must have a bachelor's and/or master's degree from an accredited institution of higher education. While the program seeks students with a background in the humanities, psychology, the

arts, or social sciences, other degrees will be considered. Successful applicants will also display scholarly writing skills and show an interest in the application of depth psychological principles.

M.A. /Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. Applicants may also demonstrate aptitude in the following areas: a background in psychology through formal coursework, personal study and/or experience; a background in interdisciplinary studies, such as the humanities, sciences, and social sciences; a demonstrated interest and ability in scholarly writing; and a familiarity with the perspectives of depth psychology, such as psychoanalytic, Jungian, and archetypal psychology.

M.A. /Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

Online Program—Pending Approval From the U.S Department of Education

Applicants must have a bachelor's and/or master's degree from an accredited or state approved institution of higher education. Applicants may also demonstrate aptitude in the following areas: a background in psychology through formal coursework, personal study and/or experience; a background in interdisciplinary studies, such as the humanities, sciences, and social sciences; a demonstrated interest and ability in scholarly writing; and a familiarity with the perspectives of depth psychology, such as psychoanalytic, Jungian, and archetypal psychology. In addition, while students in this program will be a part of the larger Pacifica community and receive the support afforded every student—as well as engage weekly with faculty and their cohort—the program is conducted exclusively online. This format requires from applicants both an explicit desire to study online and a pronounced capacity for working independently—which includes the necessary self-motivation and self-discipline to successfully progress through the program**.**

M.A. /Ph.D. in Psychology, Religion, and Consciousness

Online Program—Pending Approval From the U.S Department of Education

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. Applicants may also demonstrate aptitude in the following areas: a background in psychology and/or religious studies through formal coursework, personal study and/or experience; a background in interdisciplinary studies, such as the humanities, sciences, and social

sciences; a demonstrated interest and ability in scholarly writing; and a familiarity with the perspectives of depth psychology, the psychology and/or history of religions, and consciousness studies

Applying to Pacifica

Prospective students are asked to submit the online application (available at www.pacifica.edu) with a non-refundable $75 application fee. To complete the application file, a personal statement, resume, writing sample, official transcripts, and letters of recommendation with recommendation form should be emailed to Pacifica Graduate Institute. Licensure track programs also require a licensure acknowledgement form. Early applications are encouraged due to limited space in Pacifica's programs. The Admissions Committees reviews completed application files and, upon recommendation, schedules interviews for qualified applicants.

International Applicants

International applicants must have their transcripts evaluated to determine U.S. equivalency. We will accept evaluations from current members of the NACES (National Association of Credential Evaluation Services) and AICE (Association of International Credential Evaluators, Inc.). In addition, international applications must submit TOEFL (Test of English as a Foreign Language) results. All TOEFL scores must be submitted to Pacifica in advance of acceptance and must meet the minimum score requirements of 230 computer-based test; 570 written test; or 90 internet-based test.

The Institute is authorized under Federal Law to enroll non-immigrant students (F-1 Visa only). Upon acceptance to Pacifica Graduate Institute and completion of necessary documentation, Pacifica will prepare and send international students an I-20 Certificate of Eligibility for non- immigrant F-1 student status, which the student will use to apply for an F-1 visa. The Institute will also vouch for international students when needed. There is no charge for this service.

Interview Procedure

Interviews are a required step in the Pacifica admissions process. The interview addresses a number of important topics concerning the applicant's potential to engage in graduate studies. They include

past educational experience, emotional maturity, personal readiness, and experience related to the applicant's chosen program of study and future goals.

Acceptance and Enrollment

Applications for enrollment are currently being accepted. Upon completion of the application file, all applications must be reviewed by the Admissions Committee. Upon review, all recommended applicants must interview for a place in the program. Please consider the accepted student renewable scholarship deadline in the preparation of an application for the Admissions Committee.

Applicants who have been accepted submit a non-refundable deposit of $250 and enrollment agreement forms for confirmation. The deposit and forms must be received within 14 days of receipt of acceptance. Those who are unable to attend the current academic year must submit a new application and updated documents in order be considered for acceptance at a later date. Check Pacifica's website at http://www.pacifica.edu for additional information.

Transfer of Credits

Due to the unique instructional nature of the doctoral and master's degree programs, prior coursework needs to be evaluated for transferability to Pacifica Graduate Institute. Pacifica does not award credit for prior experiential learning or prior career experience for credit.

A maximum of sixteen (16) units may be transferred from outside institutions, if there is significant overlap with current courses offered in the applicable Pacifica program. Courses completed at another institution more than four (4) years prior to matriculation at Pacifica Graduate Institute will not be considered for transfer.

A maximum of sixteen (16) units may be transferred from one degree program to one other program within Pacifica Graduate Institute, unless there is an approved Transfer Credit Agreement between programs that specifies an alternate number of units. To be considered for transfer credit, the coursework must have been completed at Pacifica within the past five (5) or eight (8) years, depending on the program. The units for courses transferred must meet or exceed the unit values of petitioned courses, and students must have earned "B" grades or better in each course.

Additional information about transfer of credits can be obtained from the Office of Admissions. Students must submit all requests for transfer of credit to the Office of Admissions six weeks **prior** to the start date of the first year classes to allow time for transfer credit requests to be reviewed and approved.

The following list includes Transfer Credit Agreements that are available from program to program at Pacifica.

- M.A. Engaged Humanities and the Creative Life (HMC) to M.A./Ph.D. Depth Psychology Program, Jungian Psychology and Archetypal Studies Specialization (DJA), 18 units of transfer credit options
- M.A. Engaged Humanities and the Creative Life (HMC) to PhD Depth Therapy Specialization (DPT) , 5.5 units of transfer credit options
- M.A. Counseling Psychology to M.A./Ph.D. Depth Psychology Program Community, Liberation, Indigenous, and Eco-Psychologies Specialization (CLIE), 9.33 units of transfer credit options
- M.A. Counseling Psychology to M.A./Ph.D. Clinical Psychology, 16 units of transfer credit options
- M.A. Counseling Psychology to PhD Depth Therapy Specialization (DPT), 6 units of transfer credit options
- M.A. Counseling Psychology to Psy.D. Counseling Psychology, 23 units of transfer credit options

A student's financial aid may be affected by a decrease in the number of enrolled units resulting from receipt of transfer credit. Potential students should consult with the Financial Aid Office about their financial aid eligibility.

For students eligible for education benefits through the Veterans Administration, all previous education and training will be evaluated. Credit will be awarded where appropriate and the program will be shortened accordingly. The student and the Veterans Administration will be notified promptly of his/her eligibility.

Pacifica does not have any current transfer or articulation agreements with any other colleges or universities; however, upon admission, students may request to transfer units from another institution per our Transfer of Credits policy. Transfer Credit Agreements are reviewed and updated annually and are subject to change.

Pacifica does not accept ability-to-benefit students.

Notice Concerning Transferability of Credits and Credentials Earned At Our Institution
The transferability of credits you earn at Pacifica Graduate Institute to another institution is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or diploma you earn in an educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree/diploma 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 Pacifica Graduate Institute to determine if your credits or degree/degree will transfer."

The Institute's two campuses lie between the Pacific Ocean and Santa Ynez Mountains, a few miles south of Santa Barbara, California. Tranquil and beautiful, they form ideal settings for contemplation and study.

Instructional Facilities
Pacifica Graduate Institute is a private corporation with campuses located at 249 Lambert Road and at 801 Ladera Lane in Carpinteria, CA 93013. Situated approximately five miles south of Santa Barbara, the Lambert Road campus is comprised of six buildings on thirteen acres. Pacifica's Ladera Lane campus is situated on thirty-five acres in the coastal foothills of Montecito, just north of the Lambert Road Campus. The Ladera Lane campus has lodging as well as dining facilities. Pacifica Graduate Institute has two campuses located in Santa Barbara County California. Our Ladera Lane campus consists of five buildings situated on 35 acres. Our classrooms are located in our administration building and consist of one auditorium, two large classrooms, two medium

classrooms, and one small classroom. Other instructional spaces include one yurt, one computer lab, and three conference rooms. All classrooms and meeting spaces are equipped with either built in or mobile AV equipment which includes a sound system, a computer, projector, DVD players, projection screens, whiteboards, and markers. Tables and chairs are also provided for all instructional spaces. Our two large classrooms are equipped with sand play therapy equipment, which includes professional sand play trays and figurines that are used for training and instruction. Our Lambert Road Campus consists of 6 buildings and is situated on 11 acres. There are two large classrooms, one medium classroom, one small classroom and two conference rooms. All classrooms and meeting spaces are equipped with either built in or mobile AV equipment which includes a sound system, computer, projector, DVD players, projection screens, whiteboards, and markers. Tables and chairs are also provided for all instructional spaces. Both campuses house a fully functional library and research area, as well as a campus bookstore. Each campus has a dining facility which includes a fully equipped professional kitchen and student dining room.

On-Campus at Pacifica

Housing, Transportation, and Meal Policies

Pacifica Graduate Institute aims to host students in an environment that promotes academic growth and personal comfort. Our mission is to create a comfortable and welcoming on-campus experience for all students so that they may feel supported in their learning and nourished in their well-being. Student life at Pacifica is based on respect for self and others, responsibility, and consciousness of behaviors and attitudes that form the basis of a community of learners. Additionally, Pacifica strives to provide students with a space that supports physical, emotional, and spiritual wellness while engaging in challenging academic, intellectual, and social growth.

Pacifica's vision for its students is for them to remain in community with their group, both in and out of the classroom. Meal times and the time spent while in residence are key opportunities for students and faculty to generate cohesion and camaraderie. These interactions are essential to fully experience and understand life at Pacifica. Residential students are required to stay in Institute provided lodging during their class sessions. Students may contact the Student Residential Services Manager for detailed information about lodging arrangements for their individual track.

There are two types of student status at Pacifica: Residential and Non-Residential. Residential status means that a student resides in Pacifica lodging for each session. Non-Residential status means that a student does not reside at Pacifica overnight. Non-Residential status is available to students who reside permanently in either Santa Barbara or Ventura counties, or students who have an approved residential waiver on file for the academic year. All enrolled students are required to complete a Guest Services Registration form at the beginning of each academic year. Proof of current residency is also required at the beginning of each academic year from students wishing non-residential status.

Lodging and Meal Fees

The fees for lodging and meal plans are described in the "Enrollment Agreement Form" signed by all students. Please note that there are only three circumstances under which our lodging policy provides for fee adjustments:

1. Students have been granted Non-Residential status

2. Students submit timely notification of an anticipated absence*
3. Special scheduling of classes as determined by the Registrar occurs

*In case of an anticipated absence for a particular session, a written cancellation must be received by the Student Residential Services Manager **at least 5 days prior** to scheduled arrival to avoid residential fees for that session.

Students who believe that they have a special circumstance that requires an exception to Pacifica's housing policy may submit a written petition to the Pacifica Housing Committee. Petitions must be sent to the Student Residential Services Manager (guestservices@pacifica.edu), who will then submit them to the Housing Committee.

Student lodging requests will be cancelled if the Education Council approves a student's petition for part-time enrollment. The student may, subsequently, request lodging by contacting the Student Residential Services Manager **two weeks** prior to the start of the quarter in which part-time enrollment begins.

Residential Students

While scheduling adjustments may cause reassignment of a program's campus of instruction, residential lodging is provided at one of two locations, depending on the program. Students in the MA Counseling Psychology programs, Depth Psychology programs (Community/Liberation/Indigenous/ Eco-Psychologies, Jungian and Archetypal Studies specializations), and Depth Psychology and Creativity program typically attend classes and are typically lodged on the Ladera Lane Campus.

The Residence Hall and Administration building Semi-suite rooms are expected to go through normal wear and tear during a student's stay. However, if there is substantial damage that is incurred during a student's visit to the physical space and/or furniture, the responsibility of those damages may fall on the student. Evaluation of these damages will occur at the end of each student's stay; any necessary repairs will be determined at the good faith discretion of the Campus Operations team.

Students in the Psy.D. Counseling Psychology, Mythological Studies, Clinical Psychology, and Integrative Therapy & Healing Practices programs typically attend classes on Pacifica's Lambert Road Campus and are typically housed at the Best Western Carpinteria Inn or local lodging. Shuttle service is provided by Pacifica to transport students between the Lambert Road Campus and local lodging and between campuses at designated times. Shuttle service information is available at each campus' Reception Desk.

Lodging for Residential students staying at the Best Western Carpinteria Inn or other local lodging is based on double/shared occupancy with an assigned roommate. Customarily, roommates are assigned by the Student Residential Services Manager and are based on gender identity and class year. Occasionally, however, it may be necessary to pair students from a different class year in order to fulfill the double occupancy requirement. If a student has a roommate preference, they may list the request on the Guest Services Registration form, or contact the Student Residential Services Manager at least one week in advance of their session. Requests cannot be guaranteed, but will be accommodated when possible.

Students are responsible for any charges incurred if they fail to submit timely written notification of their non-attendance, late arrival, or early departure.

Residential students wishing to change to Non-Residential status may do so by submitting information to the Student Residential Services Manager that includes proof of the local address of the student's residence in Santa Barbara or Ventura County. This change will take effect upon receipt of the written notice and acceptance by the Housing Committee of proof of county residency (see below).

Pacifica reserves the right to make temporary alternative lodging and/or transportation arrangements if necessary.

Non-Residential Students

To meet the conditions of Non-Residential status, a student must reside in Santa Barbara or Ventura County. "Residence," "reside," and "residing," refer to a place of continuous domicile. Both new and

returning students are required to submit annual proof of county residency, along with a Non-Residential Form.

Residency is established and supported by producing at least one of the following documents:

- California driver's license
- California voter registration card
- Copy of most recent Federal or State tax return
- Current paycheck stub
- Current utility bill
- Current vehicle registration card
- Rental agreement with a property management company (no personal owner agreements accepted)

Students may also qualify for Non-Residential status if they choose to stay with an **immediate family member** who resides in either Ventura or Santa Barbara County. Pacifica defines immediate family member as parents (natural or adoptive), grandparents, or siblings. Any student who plans to stay with immediate family during the sessions must submit a Non-Residential Form and a notarized affidavit confirming the immediate family relationship. The Non-Residential form may be sent to the Student Residential Services Manager via email to: guestservices@pacifica.edu.

If a student does not meet the above conditions, but wants to be considered for Non-Residential status due to special circumstances, they may do so by submitting a written request to the Housing Committee. This process can be initiated by contacting guestservices@pacifica.edu. Requests will be carefully reviewed, and, if the Housing Committee approves the request, the Student Residential Services Manager will notify the student in writing and the status change will become effective before the next class session.

If a student moves to Santa Barbara County or Ventura County during the academic year, Non-Residential status will take effect before the next class session, contingent upon the Housing Committee's acceptance of the student's proof of residency in one of these counties. It is the student's responsibility to notify Guest Services about changes in residence. The Student Residential

Services Manager may request proof of residence once the student has made initial contact. If the circumstances that originally qualified a student for Non-Residential status become invalid, they must notify the Housing Office in writing and Residential status will be assigned.

Residential or Non-Residential status remains in effect until the student notifies Student Residential Services Manager via email of a change. Changes of status become effective for the subsequent class session.

Non-Residential students are responsible for their own transportation, must abide by the parking policies, and remain a participant in the Pacifica meal plan.

Residential Housing Waiver

Students who live outside of the Santa Barbara and Ventura Counties have the option to apply for a Residential Housing Waiver for family related considerations, financial hardships, medical concerns, or summer residential exceptions. Students wishing to be exempt from Residential status must complete a Residential Waiver Form, which enables a student to request a change to their Residential status for one academic year. Forms must be filled out and returned to the Guest Services **eight weeks prior** to the start of the first session of an academic year, if the request is for a full year, or **eight weeks prior to the start of a summer residential session**. The student should provide documentation as to why they are requesting a change in residential status with the waiver form to be reviewed by the Housing Committee. The Student Residential Services Manager will notify the student of the status of their Non-Residential request and when the change is scheduled to become effective.

Once completed, academic year residential status changes are locked-in for one academic year, and changes to the student's residential status will not be allowed until the following academic year, unless the student is to move in or out of Santa Barbara or Ventura County. Students are responsible for resubmitting their waiver application to the Guest Services eight weeks before the beginning of each academic year, or eight weeks before the first summer residential session for a summer exception.

Please note the following:

- Students with Non-Residential status may not stay on either the Lambert or Ladera campus overnight. This includes sharing rooms with Residential status students, camping on the grounds, or sleeping in a car or RV in the parking lot.
- Parking on the Lambert Road campus is limited and available on a first come first served basis. Please utilize the shuttle service from the Best Western whenever possible Shuttle service from the local lodging in Carpinteria will be provided while classes are in session.
- Parking over-sized vehicles, RVs, or campers is not permitted on either campus and may be towed. If a student does not abide by these guidelines for Non-Residential status or if there is any violation of the student conduct policy, the Housing Committee reserves the right to revoke a student's Non-Residential status. The Residential Waiver Form can be found on the Housing Office website and may be sent to the Guest Services Manager via email.

If a student does not abide by these guidelines for Non-Residential status or if there is any violation of the student conduct policy, the Housing Committee reserves the right to revoke a student's Non-Residential status. The Residential Waiver Form can be found on the Guest Services Office website and may be sent to the Guest Services Manager via email.

Transportation/Shuttle Service

Pacifica's shuttle service: (805) 896-1887 (Primary) or (805) 896-1888 (Secondary)

- Pacifica Shuttle Service hours are Monday-Sunday 7am-10:30pm with first pick-up at 7:20am and last pick up at 10:00pm.
- For active students who attend program sessions on the Lambert and Ladera campuses, the shuttle runs to and from the Best Western Carpinteria Inn (or other local lodging location in the event that PGI needs to house guests at an alternative location), the Chase Bank in Carpinteria (where the Santa Barbara Airbus stops), and the Carpinteria Amtrak station on the day preceding, during, and the day following any track session. Students must call the shuttle number to request a ride to or from the shuttle stop locations 15 minutes prior to needing a ride otherwise you may be late; shuttles do not run continuously between the stops, outside of between campus and the hotel the on the mornings and evenings of classes.
- The 5 designated pick up and drop off locations in Carpinteria are:

    - Chase Bank (Airbus pickup/drop-off Location)
    - Carpinteria Amtrak Train Station
    - The Best Western Carpinteria Inn
    - The Ladera Campus
    - The Lambert Campus
- Child seats are not provided or allowed in the shuttle vans. Students traveling to and from campus with an infant/child must provide their own transportation.
- The use of shuttles for personal purposes, other than between the Best Western Hotel and the Lambert campus, outside of either academic sessions, scheduled meetings with staff/faculty, or use of Pacifica resources (library, bookstore) for academic purposes, is not permitted
- Other than what is listed above, shuttle service is not provided to the Ladera Campus.
- Any special request for shuttle service outside of the normal operating hours or destinations should be made in advance by emailing Shuttles@pacifica.edu. Shuttles will not transport students or faculty to or from private local residences.

Lambert Students

- The shuttle runs regularly between the Best Western Carpinteria Inn and the Lambert campus on the mornings and evenings of scheduled classes. Shuttles will run continuously from 30 minutes prior to the first scheduled event of the day (typically breakfast) until 5 minutes after the scheduled start time of the final class for that day.
- Outside of the continuously running morning and evening shuttle, you may call to request a shuttle ride anytime throughout the day during the operating hours.

Student Meals

Residential and Non-Residential fees include meal plans for all in session students and include breakfast, lunch, and dinner. Meal plans may vary among programs due to differing schedules. Students may contact the Student Residential Services Manager to obtain detailed information about the meal plan for their track.

Pacifica's meal policy requires full participation by all students during their class sessions. Meal times provide a setting for students and faculty to come together as a community.

Students are asked to bus their own tables. Students are asked to return all dishware and utensils to the busing station in the dining room if they eat outside or bring these items to their classrooms or dorm rooms.

Special Diets

Pacifica's catering service provides vegetarian, vegan, and gluten free options at each meal. The catering service will assist, if possible, in supplementing items on the buffet that meet the students medical dietary needs to provide an adequate plate at each meal. Special meal assistance will be accommodated for any student who is placed on a restricted diet by their licensed physician, and provides a physician's note. To request medically restricted diet assistance, a student must complete the dietary information section on the Guest Services Housing registration form and submit it to the Student Residential Services Manager (guestservices@pacifica.edu), along with a licensed physician's prescription, at least three weeks prior to attendance. Special dietary assistance is limited to foods within the context of the current menu offerings. It is imperative that meal planning be done in advance so that the kitchen staff may be prepared, or the student can discuss and arrange other avenues to meet their meal needs during sessions.

Students who request special dietary assistance are responsible for identifying themselves to the dining room staff kitchen staff at mealtime, asking any questions about meal options on the buffet if they are not clear (after reviewing the signage and posted menus), as well as requesting any supplements to meet their medical dietary needs. Menus and food item signage are posted at all times. The caterer will try to accommodate personal preferences and personal choice diet requests (e.g., low fat, high protein, low cholesterol) if availability of those preferences are available and on hand. Please inform the Student Residential Services Manager to review what options may be possible.

Guest Meals and Campus Visits

Occasionally students may invite a guest to join them for a meal. To make arrangements for a guest meal, students need to notify the Student Residential Services Manager **at least one week prior** to the class session. This notice ensures that the catering staff is prepared. The hosting student's account will be charged for the guest's meal and refunds will not be offered. Because our dining

facilities are often utilized for classroom interaction during mealtimes, the dining facilities at each campus are considered classrooms. As such, students are asked to limit the number of meals their guest participates in. Guests may not be under 18 years of age, excluding nursing children. Exceptions may be requested to the Student Residential Services Manager for immediate family members under the age of 18. Guests should not arrive or remain on campus for extended periods of time prior to or after the meal. Guest meals are a privilege which may be revoked at any time, for any reason, at Pacifica's discretion.

Visitors, regardless of age, are not permitted in classrooms (which may at certain times include the dining halls on both campuses). No one unaffiliated with Pacifica who is either selling products to students or charging or requesting a fee for services rendered to students is permitted on campus at any time. A guest or family member may not sleep overnight on the Ladera campus. Everyone on either campus or traveling to or from either campus must abide by all parking, traffic, and land use regulations.

Students who wish to have a meal on campus while a different track is in session should notify the Student Residential Services Manager one week prior to arrival. All meals are coordinated through Student Residential Services. Additional meals are billed to the student's account. Eating meals on campus without permission is not permitted outside of one's academic residential session.

This policy is subject to change due to health and safety considerations.

Library Resources and Services

Pacifica Graduate Institute's library resources and services support graduate-level study in the areas of counseling psychology, clinical psychology, depth psychology, depth psychotherapy, mythological studies, and humanities. Subject area strengths are in Jungian and archetypal psychology, depth psychology, psychoanalysis, clinical psychology, folklore and mythology, religious studies, psychological studies of literature, and research methodology.

Library Collections

The Graduate Research Libraries on the Lambert and Ladera campuses contain over 26,000 books, 350,000 eBooks, 4,200 theses and dissertations, and 2,400 audio and video materials. The library also provides access to thousands of academic journals. Special reference collections include faculty publications, rare and hard-to-find books, and other unique multimedia materials. Desktop computers (both Macs & PCs) are available for students at both campus libraries. Printers and photocopiers are also available and wireless Internet access is available throughout both campuses for personal laptop use. Library items can be sent between the two campuses upon request. These items are available through the library catalog, which is accessible from the library's website.

The Ladera campus library is staffed only when Ladera campus students are in session. When Ladera classes are not in session, students are invited to use the Lambert campus library. Shuttle service is offered between the two campuses at designated times so students can make use of both libraries.

OPUS Archives and Research Center is an independent 501(c) 3 non-profit organization located on both campuses. The Joseph Campbell and Marija Gimbutas library, consisting of approximately 4,600 books, is housed on the Lambert campus. These books do not circulate and cannot be checked out. The archival collections of Joseph Campbell, Marija Gimbutas, James Hillman, Jane Hollister and Joseph Wheelwright, Marion Woodman, Christine Downing, and Katie Sanford are at the Ladera campus OPUS facility. Various parts of these collections include manuscripts, drafts of published and unpublished books, correspondence, audio lectures, research notes, photos, slides, paintings, and personal items. These collections and the Campbell and Gimbutas library are open to the public by

appointment only. If you would like to visit the archives for research or become a volunteer archival assistant, contact OPUS at (805) 969-5750 or visit the OPUS Archives website.

Library Account and Off-Campus Resource Access

You can access all electronic library resources off-campus, including your library user account. Your username is your firstname.lastname and your password is your 5 or 6-digit student ID number (found on your student ID card). For example:

Username: Luther.Blissett

Password: 123456

Logging into your library user account enables you to see what you have checked out, and see what, if any fine accruals you may have. Contact library circulation if you have trouble accessing resources off-campus.

Reference Services

Reference librarians are available (in person and by phone, email and Zoom) to assist you in finding relevant academic resources related to your research interests. They also provide in-class and individualized information literacy instruction and can help you to fine-tune your library research skills.

Circulation Services

Most of the library's print materials circulate except for reference books, print journals, and special collections (e.g., rare items). Currently enrolled Pacifica students may check out up to 50 library items at one time, and the loan period is six weeks. Contact circulation staff for assistance with checking out materials.

Writing Resources and Tutors

Students who experience difficulty in writing papers are encouraged to seek assistance early in their academic work in order to prepare for thesis or dissertation writing. Available resources include texts and articles on writing, online services, independent tutors, editors, and writing tutors. It is up to the student to seek help. Writing assistance resources can be found at Pacifica's Writing Resources & Tutors webpage. English as a Second Language writing resources are available free of charge from that page as well.

Pacifica-created resources include recorded webinars and presentations by Pacifica faculty members on scholarly writing and APA Style, as well as online guides, tutorials, and handbooks on APA and MLA Style. Resources from external organizations, such as Purdue's Online Writing Lab (OWL) include links to materials on MLA and APA Style, scholarly writing, proofreading, the writing process, and plagiarism.

Pacifica currently provides access to writing tutors, free of charge to currently enrolled students who need help with *course papers* (not dissertations or theses). This includes English as Second Language (ESL) writing assistance. Tutors may help with grammar, structure, MLA and APA formatting, and more. Please contact tutors for appointments well in advance of due dates so that you can work with them in enough time to receive feedback, and at different points in the writing process. This will give you enough time to revise your papers as necessary. Support is provided on a first-come, first-serve basis.

Instruction will not occur in a language other than English.

2024-2025 Tuition and Fees

All students are responsible for the Tuition, other Academic Fees and Residential/Non-Residential Fees as listed below. Tuition and Fees are reviewed annually and periodically adjusted as a matter of policy.

Application Fee A $75 fee must accompany the Application for Enrollment. This fee is non-refundable.

Tuition Deposit Once an applicant is accepted to Pacifica, a $250 non-refundable deposit must be received with the signed Enrollment Agreement in order to confirm your registration in the program. Should the applicant decline acceptance, this deposit is non-refundable.

Tuition

M.A. /Ph.D. Mythological Studies	$32,600
M.A. /Ph.D. Depth Psychology, Jungian and Archetypal Studies Specialization	$32,600
M.A. /Ph.D. Depth Psychology, Community, Liberation, Indigenous, Eco-Psychologies	$32,600
M.A. Depth Psychology and Creativity with Emphasis in Arts and Humanities	$22,400
M.A. Counseling Psychology, 1st and 2nd Year Only	$26,900
M.A. Counseling Psychology, 3rd Year Only	$14,346
Psy.D. Counseling Psychology	$31,300
M.A. /Ph.D. Clinical Psychology	$32,600
Ph.D. Depth Psychology, Integrative Therapy and Healing	$30,700
M.A. /Ph.D. in Psychology, Religion, and Consciousness	$25,125

Cost of Attendance 2024-2025

Residential

CATEGORY	M.A. COUNSELING	M.A. DEPTH CREATIVITY IN ARTS AND HUMANITIES	M.A./PH.D. MYTHOLOGICAL STUDIES		M.A./PH.D. DEPTH COMM/IND/ LIB/INDG/ECO SPECIALIZATION	M.A./PH.D. DEPTH JUNGIAN & ARCHETYPAL SPECIALIZATION		PH.D. DEPTH INTEGRATIVE THERAPY & HEALING PRACTICES	M.A./PH.D. CLINICAL	PSY.D. COUNSELING	PSYCHOLOGY, RELIGION & CONSCIOUSNESS
Track	C, D, V, W	X	I	MU	P	DJA	DJO	HY	A	LG	PRC
Tuition	$26,900	$22,400	$32,600	$32,600	$32,600	$32,600	$32,600	$30,700	$32,600	$31,300	$25,125
Residential Fee	$8,528	$4,124	$7,934	$0	$6,606	$4,124	$0	$3,984	$11,039	$8,528	$0
Living Expenses	$29,293	$26,174	$29,293	$29,293	$29,293	$26,174	$26,174	$29,293	$29,293	$29,293	$26,174
Transportation	$2,372	$0	$2,372	$1,259	$1,779	$0	$0	$1,779	$2,372	$2,372	$0
Miscellaneous Personal Expenses	$2,371	$2,371	$2,371	$2,371	$2,371	$2,371	$2,371	$1,778	$2,371	$2,371	$1,778
Federal Loan Fees	$217	$217	$217	$217	$217	$217	$217	$217	$217	$217	$217
Books, Materials, Supplies	$1,975	$1,265	$1,467	$1,100	$1,145	$1,259	$1,259	$704	$1,491	$1,725	$1,250
License, Certification, or Credential	$500	$0	$0	$0	$0	$0	$0	$0	$1,500	$1,500	$0
Total	**$72,156**	**$56,550**	**$76,253**	**$66,839**	**$74,010**	**$66,744**	**$62,620**	**$68,454**	**$80,883**	**$77,305**	**$54,544**

Non-Residential

CATEGORY	M.A. COUNSELING	M.A. ENGAGED HUMANITIES & CREATIVE LIFE	M.A./PH.D. MYTHOLOGICAL STUDIES		M.A./PH.D. DEPTH COMM/IND/LIB/ INDG/ECO SPECIALIZATION	M.A./PH.D. DEPTH JUNGIAN & ARCHETYPAL SPECIALIZATION		PH.D. DEPTH INTEGRATIVE THERAPY & HEALING PRACTICES	M.A./PH.D. CLINICAL	PSY.D. COUNSELING	PSYCHOLOGY, RELIGION & CONSCIOUSNESS
Track	C, D, V, W	X	I	MU	P	DJA	DJO	HY	A	LG	PRC
Tuition	$26,900	$22,400	$32,600	$32,600	$32,600	$32,600	$32,600	$30,700	$32,600	$31,300	$25,125
Non-Residential Fee	$4,760	$2,240	$4,480	$0	$3,780	$2,240	$0	$2,100	$5,891	$8,528	$0
Living Expenses	$29,293	$26,174	$29,293	$29,293	$29,293	$26,174	$26,174	$29,293	$29,293	$29,293	$26,174
Transportation	$2,372	$0	$2,372	$1,259	$1,779	$0	$0	$1,779	$2,372	$2,372	$0
Miscellaneous Personal Expenses	$2,371	$2,371	$2,371	$2,371	$2,371	$2,371	$2,371	$1,778	$2,371	$2,371	$1,778
Federal Loan Fees	$217	$217	$217	$217	$217	$217	$217	$217	$217	$217	$217
Books, Materials, Supplies	$1,975	$1,265	$1,467	$1,100	$1,145	$1,259	$1,259	$704	$1,491	$1,725	$1,250
License, Certification, or Credential	$500	$0	$0	$0	$0	$0	$0	$0	$1,500	$1,500	$0
Total	**$68,388**	**$54,666**	**$72,799**	**$66,839**	**$71,184**	**$64,860**	**$62,620**	**$66,570**	**$75,735**	**$77,305**	**$54,544**

M.A. Counseling Psychology with Emphasis in Marriage and Family Therapy, Professional Clinical Counseling, and Depth Psychology						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters and 7 day/6 night accommodations in the summer quarter at the Best Western or Ladera Campus, meals, shuttle service and misc. day use fees.**
Tuition	**7,173**	**7,173**	**7,173**	**5,381**	**26,900**	
+Residential Fee	**2,202**	**2,202**	**2,202**	**1,922**	**8,528**	
Total Charges	**9,375**	**9,375**	**9,375**	**7,303**	**35,428**	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**4,304**	**4,304**	**4,304**	**2,232**	**15,144**	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Non-Residential/ Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.**
Tuition	**7,173**	**7,173**	**7,173**	**5,381**	**26,900**	
+Non-Res Fee	**1,260**	**1,260**	**1,260**	**980**	**4,760**	
Total Charges	**8,433**	**8,433**	**8,433**	**6,361**	**31,660**	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**3,362**	**3,362**	**3,362**	**1,290**	**11,376**	

M.A./Ph.D. Depth Psychology with Specialization in Jungian & Archetypal Studies						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Residential Fee covers 4 day/3 night accommodations (meals, shuttle service, misc. day use fees) once each quarter.**
Tuition	**8,150**	**8,150**	**8,150**	**8,150**	**32,600**	
+Residential Fee	**1,031**	**1,031**	**1,031**	**1,031**	**4,124**	
Total Charges	**9,181**	**9,181**	**9,181**	**9,181**	**36,724**	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**4,110**	**4,110**	**4,110**	**4,110**	**16,440**	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees once each quarter for those living in Santa Barbara or Ventura County area.**
Tuition	**8,150**	**8,150**	**8,150**	**8,150**	**32,600**	
+Non-Res Fee	**560**	**560**	**560**	**560**	**2,240**	
Total Charges	**8,710**	**8,710**	**8,710**	**8,710**	**34,840**	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**3,639**	**3,639**	**3,639**	**3,639**	**14,556**	

M.A./Ph.D. Depth Psychology with Specialization in Jungian & Archetypal Studies						
TUITION FEE						**ONLINE PROGRAM:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**No Residential or Non-Residential Fees.**
Tuition	**8,150**	**8,150**	**8,150**	**8,150**	**32,600**	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**3,079**	**3,079**	**3,079**	**3,079**	**12,316**	

M.A. Engaged Humanities and the Creative Life with Emphasis in Depth Psychology						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Residential Fee covers 4 day/3 night accommodations (meals, shuttle service, misc. day use fees) once each quarter.**
Tuition	**5,600**	**5,600**	**5,600**	**5,600**	**22,400**	
+Residential Fee	**1,031**	**1,031**	**1,031**	**1,031**	**4,124**	
Total Charges	**6,631**	**6,631**	**6,631**	**6,631**	**26,524**	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**1,560**	**1,560**	**1,560**	**1,560**	**6,240**	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Non-Residential/Commuter Fee covers meals, shuttle service, misc. day use fees once each quarter for those living in the Santa Barbara or Ventura County area.**
Tuition	**5,600**	**5,600**	**5,600**	**5,600**	**22,400**	
+Non-Res Fee	**560**	**560**	**560**	**560**	**2,240**	
Total Charges	**6,160**	**6,160**	**6,160**	**6,160**	**24,640**	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**1,089**	**1,089**	**1,089**	**1,089**	**4,356**	

M.A./Ph.D. Clinical Psychology with Emphasis in Depth Psychology						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	The Residential Fee covers 4 day/3 night accommodations each session during the fall, winter, spring quarters and 7 day/6 night accommodations in the summer quarter at the Best Western or Ladera campus, meals, shuttle service and misc. day use fees.
Tuition	8,693	8,693	8,693	6,521	32,600	
+Residential Fee	3,048	3,048	3,048	1,895	11,039	
Total Charges	11,741	11,741	11,741	8,416	43,639	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	6,670	6,670	6,670	3,345	23,355	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.
Tuition	8,693	8,693	8,693	6,521	32,600	
+Non-Res Fee	1,644	1,644	1,644	959	5,891	
Total Charges	10,337	10,337	10,337	7,480	38,491	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	5,266	5,266	5,266	2,409	18,207	

M.A./Ph.D. Mythological Studies with Emphasis in Depth Psychology | EXISTING STUDENTS

RESIDENTIAL						RESIDENTIAL STUDENTS:
	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Total	The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters and 5 day/4 night accommodations in the summer quarter at the Best Western or Ladera campus, meals, shuttle service and misc. day use fees.
Tuition	8,693	8,693	8,693	6,521	32,600	
+Residential Fee	2,202	2,202	2,202	1,328	7,934	
Total Charges	10,895	10,895	10,895	7,849	40,534	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	5,824	5,824	5,824	2,778	20,250	
NON-RESIDENTIAL						NON-RESIDENTIAL STUDENTS:
	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.
Tuition	8,693	8,693	8,693	6,521	32,600	
+Non-Res Fee	1,260	1,260	1,260	700	4,480	
Total Charges	9,953	9,953	9,953	7,221	37,080	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	4,882	4,882	4,882	2,150	16,796	

M.A./Ph.D. Mythological Studies with Emphasis in Depth Psychology | NEWLY ENROLLED						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters at the Best Western or Ladera campus, meals, shuttle service and misc. day use fees.**
Tuition	**10,867**	**10,867**	**10,866**	**0**	**32,600**	
+Residential Fee	**2,202**	**2,202**	**2,499**	**0**	**6,903**	
Total Charges	**13,069**	**13,069**	**13,365**	**0**	**39,503**	
Net Loans (–)	**6,762**	**6,761**	**6,761**	**0**	**20,284**	
Balance	**6,307**	**6,308**	**6,604**	**0**	**19,219**	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.**
Tuition	**10,867**	**10,867**	**10,866**	**0**	**32,600**	
+Non-Res Fee	**1,260**	**1,260**	**1,400**	**0**	**3,920**	
Total Charges	**12,127**	**12,127**	**12,266**	**0**	**36,520**	
Net Loans (–)	**6,762**	**6,761**	**6,761**	**0**	**20,284**	
Balance	**5,365**	**5,366**	**5,505**	**0**	**16,236**	

Ph.D. Depth Psychology with Specialization in Integrative Therapy and Healing Practices						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Residential Fee covers 5 day/4 night accommodations each session during the fall, winter, and spring quarters.**
Tuition	**10,233**	**10,233**	**10,234**	**0**	**30,700**	
+Residential Fee	**1,328**	**1,328**	**1,328**	**0**	**3,984**	
Total Charges	**11,561**	**11,561**	**11,562**	**0**	**34,684**	
Net Loans (–)	**6,762**	**6,761**	**6,761**	**0**	**20,284**	
Balance	**4,799**	**4,800**	**4,801**	**0**	**14,400**	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.**
Tuition	**10,233**	**10,233**	**10,234**	**0**	**30,700**	
+Non-Res Fee	**700**	**700**	**700**	**0**	**2,100**	
Total Charges	**10,933**	**10,933**	**10,934**	**0**	**32,800**	
Net Loans (–)	**6,762**	**6,761**	**6,761**	**0**	**20,284**	
Balance	**4,171**	**4,172**	**4,173**	**0**	**12,516**	

M.A./Ph.D. Depth Psychology with Specialization in Community Psychology, Liberation Psychology, Indigenous, and Ecopsychology						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters, meals, shuttle service and misc. day use fees. CLIE students are not in residence during the summer quarter and therefore excluded from the summer charges for residential fees.**
Tuition	**8,693**	**8,693**	**8,693**	**6,521**	**32,600**	
+Residential Fee	**2,202**	**2,202**	**2,202**	**0**	**6,606**	
Total Charges	**10,895**	**10,895**	**10,895**	**6,521**	**39,206**	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**5,824**	**5,824**	**5,824**	**1,450**	**18,922**	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Non-Residential/Commuter Fee covers meals, shuttle service, and misc.day use fees for those living in the Santa Barbara or Ventura County area. CLIE students are not in residence during the summer quarter and therefore excluded from the summer charges for non-residential fees.**
Tuition	**8,693**	**8,693**	**8,693**	**8,693**	**32,600**	
+Non-Res Fee	**1,260**	**1,260**	**1,260**	**0**	**3,780**	
Total Charges	**9,953**	**9,953**	**9,953**	**8,693**	**38,552**	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**4,882**	**4,882**	**4,882**	**3,622**	**18,268**	

Psy.D. Counseling Psychology with Emphasis in Depth Psychology						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters and 7 day/6 night accommodations in the summer quarter at the Best Western or Ladera Campus, meals, shuttle service and misc. day use fees.**
Tuition	8,347	8,347	8,347	6,259	31,300	
+Residential Fee	2,202	2,202	2,202	1,922	8,528	
Total Charges	10,549	10,549	10,549	8,181	39,828	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	5,478	5,478	5,478	3,110	19,544	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in Santa Barbara or Ventura County area.**
Tuition	8,347	8,347	8,347	6,259	31,300	
+Non-Res Fee	1,260	1,260	1,260	980	4,760	
Total Charges	9,607	9,607	9,607	7,239	36,060	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	4,536	4,536	4,536	2,168	15,776	

Psy.D. Counseling Psychology with Emphasis in Depth Psychology						
TUITION FEE						**ONLINE PROGRAM:**
	Fall 2024	**Winter 2025**	**Spring 2025**	**Summer 2025**	**Total**	**No Residential or Non-Residential Fees.**
Tuition	8,375	8,375	8,375	0	25,125	
Net Loans (–)	6,762	6,761	6,761	0	20,284	
Balance	1,613	1,614	1,614	0	4,841	

Dissertation Fee: Doctoral Programs

The Dissertation Fee for all doctoral programs is the Doctoral level tuition for the year the student entered into the Ph.D. program. The Dissertation Fee covers nine (9) quarters of work with the committee. Students will be billed 1/9th of the total fee each quarter. Dissertation work usually begins after the third year of course work. In the event any student withdraws and is re-admitted to Pacifica, the Dissertation Fee is equal to the annual tuition for the year the student was re-admitted to a Doctoral program.

Dissertation Extension Fee

The Dissertation Extension Fee is for students who need additional time to finish their dissertation. Students may enroll for additional one-year enrollment periods; the annual fee is based on one-half of the Ph.D. level tuition from three years prior to the current academic year. One-fourth of the annual Dissertation Fee will be billed quarterly. Students will only be financially responsible for the quarters that are started or needed to complete their dissertation.

Miscellaneous Fees

Student Tuition Recovery Fund (STRF) .00250 of total program fee (varies per program)
Tevera Clinical Training Management Fee (CTM) $195 (Ph.D. Clinical, M.A. Counseling, Psy.D. Counseling students only)
Leave of Absence (LOA) $100
Academic Tutorial (1 month) $200
Extended Academic Tutorial (3 months) $400
Ph.D. Internship/Practicum Only (1 quarter) $300
Psy.D. Internship Fee (initial 3 quarters) $999 per quarter
Psy.D. Internship Extension (1 quarter) $300
Late Payment Fee $100 per quarter
Tuition and Residential/Non-Residential Fees are due 14 days prior to the first day of the quarter. The Late Payment Fee will be assessed if payment is not received in full by the first day of each quarter, excluding secured anticipated Financial Aid.
Late Registration Fee $75 per quarter

Late Registration Fee is assessed for continuing students who do not register on or before 14 days prior to the beginning of the first day of the quarter.
Transcripts, per copy $4
Program Change Fee $250

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:

- The school closed before the course of instruction was completed.
- 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.
- 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.

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

Residential and Non-Residential Fees

The Non-Residential Fee covers all meals, shuttle transportation between off-site accommodations and both campuses. The Residential Fee includes the above-listed services plus shared accommodations for the in-session nights and 12% Santa Barbara County Occupancy Use Tax.

Residential Fee:

M.A. /Ph.D. Mythological Studies	$6,903
M.A. /Ph.D. Depth Psychology, Jungian and Archetypal Studies specialization	$4,124
M.A. /Ph.D. Depth Psychology, Community, Liberation, Indigenous, and Eco-Psychologies specialization	$6,606
M.A. Depth Psychology and Creativity with Emphasis in Arts and Humanities	$4,124
M.A. Counseling Psychology	$8,528
M.A. Counseling Psychology (3rd year only)	$4,404
Psy.D. Counseling Psychology	$8,528
M.A. /Ph.D. Clinical Psychology	$11,039
Ph.D. Depth Psychology, Integrative Therapy & Healing	$3,984

Non-Residential Fee:

M.A. /Ph.D. Mythological Studies	$3,920
M.A. /Ph.D. Depth Psychology, Jungian and Archetypal Studies Specialization	$2,240
M.A. /Ph.D. Depth Psychology, Community, Liberation, Indigenous, and Eco-Psychologies specialization	$3,780
M.A. Depth Psychology and Creativity with Emphasis in Arts and Humanities	$2,240
M.A. Counseling Psychology	$4,760
M.A. Counseling Psychology (3rd year only)	$2,520

Psy.D. Counseling Psychology	$4,760
Ph.D. Clinical Psychology	$5,891
Ph.D. Depth Psychology, Integrative Therapy and Healing	$2,100

FINANCIAL AID

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Refundable Tuition Policy

Students withdrawing, taking a leave of absence, or dropping a course from Pacifica: To be eligible for a refund of tuition, timely written notification must be submitted to the Office of the Registrar as specified below. The effective date of withdrawal, Leave of Absence, or dropped courses will be determined by the date written notification is received by the Office of the Registrar. If you withdraw, file a Leave of Absence, or drop a course from Pacifica after instruction has begun, you will receive a partial refund based on a “per unit tuition calculation”* as specified below:

*“Per unit tuition calculation”: the Tuition for the specific quarter, program, and academic year, divided by the number of units offered in that specific quarter and program.

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at

any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

Academic Quarter Refund Deadline

On or before the first day of class of the quarter 100% OR,

7th Day after Enrollment Date 100%

Day 2 to day 7*	80%
Day 8 to day 14*	70%
Day 15 to day 21*	60%
Day 22 to day 28*	50%
Day 29 to day 35*	40%
Day 36 to day 42*	30%
After day 42	0%

**Unless 7 days or fewer after the Enrollment Agreement is signed.*

Summer Quarter Policy

On or before the first day of class 100%

After the first day: The tuition refund is prorated based on the number of days in the quarter, up to and including the date written notification is received by the Office of the Registrar.

Refundable Residential/Non-residential Fee Policy

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

For Students Who Have Received Federal Student Financial Aid: If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the

loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

Attendance Policy – On-Campus

Students are expected to attend all class sessions. Students are also expected to be on time and to be physically present for the entire duration of all class meetings for each of their courses. Attendance via web conferencing, video conferencing, phone, or other electronic calling device is not permitted. If an absence should become necessary, it is the student's responsibility to inform the instructor. A student should also inform the Program Administrator and the Housing and Residential Services Manager before the absence occurs. Instructors may deduct participation points for absences.

Religious holiday observance does not negatively affect attendance; however, advance written notice must be given to the Program Chair. With the exception of students in the hybrid programs, students cannot miss more than five (5) class days per academic year. Additionally, in order to ensure academic excellence, students must attend a minimum of 2/3 of the total classroom hours for each course. Students in the hybrid degree programs may miss no more than 1/3 of the contact hours during the residential session per course. In addition, students cannot may miss more than 1/3 of online modules per course.

Please note: missing more than 1/3 of any course during a quarter will result in a failing grade and necessitate retaking the course. Only under profound circumstances will Education Council waive or alter this requirement. Excessive unexcused absences may be cause for academic probation or academic disqualification (see section on Academic Standing).

Attendance Policy – Hybrid/Online Modules

Students completing coursework online are required to participate actively in online course activities. Online course activities include, but are not limited to: reading or listening to lesson presentations; reading and responding to discussion topics posted by instructors and fellow students; completing lesson assignments, group projects, and term projects; and maintaining contact with instructors and peers by using course email, chat rooms, and/or discussion boards.

Students in the hybrid programs meet the required contact hours for each course by attending the on-campus residential (approximately 15.5 hours for each three unit course), and by completing the necessary contact hours for each course online (14.5 hours for each three unit course). Students should expect to login several times a week to complete the discussion questions and assignments.

Although students in the hybrid programs are allowed to miss up to 1/3 of online and 1/3 of on campus coursework, absences can severely compromise the learning experience and retention of information in a distance-learning environment. For this reason, Pacifica strongly discourages students from missing any on-campus class sessions or assigned online activities. Excessive absences may result in academic probation or disqualification (see section on Academic Standing).

For courses taught entirely online, students must carefully review and follow the guidelines, requirements, and due dates in each course syllabus. Students are expected to engage in regular activity for the online course and complete all assigned coursework. For online classes, students must be present and active for a minimum of 2/3 of the course hours in order in order to meet the attendance requirement for the course.

Students in a virtual classroom are expected to keep their camera on during class instruction and discussion. Students may turn off their camera for up to 15 minutes per hour, but any longer will require that the student contact the instructor for permission. If students do not have their camera on, they may be marked absent by the instructor. Exceptions to this policy can be made through a request to the ADA Office.

Please note: attendance requirements may be altered by Pacifica in the event that courses must be offered online due or via other alternative attendance method to natural disaster, public health crisis, etc. In such event, students will be notified of any alterations to the attendance policy. Attendance may include synchronous and asynchronous online activity.

Complaint and Grievance Policies and Procedures

The Student Relations Liaison position is intended as an additional support for students who are seeking information and mediation regarding the grievance processes related to policies described in the Student Handbook. One of the key responsibilities of the Liaison is to create communication between students and the faculty, staff, and administration regarding creation of fair and positive solutions that uphold Pacifica's standards and values as well as to address student's questions and concerns.

The Student Relations Liaison can be reached at a confidential phone line (805) 220-8707 or at studentliaison@pacifica.edu.

Students can contact the Bureau at any time and not required to use Pacifica's internal process first.

Procedure for Resolving Academic and Administrative Complaints

Students are encouraged to first discuss complaints with the person(s) who is (are) directly involved in the complaint in an effort to come to a satisfactory, informal resolution.

If these informal direct discussions are not successful, the student may pursue further informal avenues as defined within each academic program. The Program Chair, Student Affairs Relations Liaison, or the Director of the appropriate administrative department may be involved in discussing possible resolutions or can be of assistance in directing a student to the appropriate person. If the matter relates to the student's financial account, it may be referred to the Student Accounts Committee.

Before filing a formal grievance, Pacifica encourages students to use established program procedures for addressing and resolving complaints whenever possible. In some cases, students or faculty may be directed to the Educational Council for consideration of exceptions to academic policies. If it is determined that the student complaint is appropriate for consideration by the Education Council, the Education Council will review the matter in accordance with its procedures and its decision will be final, subject to review by the Provost as described in Education Council procedures. When Education Council review is not appropriate, or where other specific and separate grievance

procedures are not applicable, students may file a formal grievance according to the procedures described below. When an Education Council review is conducted, there will not be a duplicative grievance procedure.

Procedure for Addressing Grievances

The grievance policy and procedures provide students with a method for addressing any concerns that may arise regarding possible violations to Pacifica's academic or administrative policies that pertain to students, or an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate Institute pertaining to students. The procedure provides a thorough review of the student's complaint and affords due process rights to dispute participants with the intent of arriving at a mutual agreement. The grievance procedures are only for non-Education Council matters.

Definitions

Complaint

A student complaint is an allegation by a student that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate Institute pertaining to students.

A student complaint may involve a faculty or staff member(s) and/or the Program Chair or it may be related to an academic or administrative process.

Grievance

A grievance is made when complaints have not been resolved and the student alleges that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate Institute. A formal written grievance is made by a student to a designated academic (Program Chair) or administrative officer (Director) in which specific remedies may be requested.

Formal Procedure for Resolving Grievances

A grievance is initiated by writing a letter that includes the following description: a detailed description of the grievance, the parties involved, the attempts to resolve the grievance informally, and the remedies sought.

Most frequently, the grievance is addressed to the Program Chair or, if it involves non-academic matters, to the administrative director of that function, e.g., Office of Financial Aid, Student Accounts Office, etc. If the Program Chair or an administrative director is a party to the grievance, the formal written grievance must be addressed to the Provost, who will assign the matter for review. If the Provost is a party to a grievance, the formal written grievance should be directed to the President, who will assign the matter for review.

The person receiving the formal written grievance will review it and within 30 days will gather information from the grievance parties, keeping a record and/or summary of this information. They will recommend a solution to the grievance based on mutual agreement. If a mutual agreement cannot be reached, a resolution will be determined and the grievant will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Academic Affairs Office or, for administrative department grievances, by the Human Resources office.

Appeal Process

For both academic and administrative grievances, if the parties accept the resolution, the grievance is considered settled. If the resolution is not accepted, then the grievant(s) may appeal the resolution in writing within 15 days of the date the resolution is mailed to the grievant(s). If the appeal is not submitted within the prescribed time limit, the resolution is final.

If the grievant(s) elects to appeal, appeals are submitted to the Provost, along with the written record from the previous steps. If the Provost is the object of the grievance, the grievance will be referred to the President.

Within 30 days of appeal to the Provost, the Provost may decide the matter or may convene a Special Hearing Committee to further investigate the grievance. The Committee may include any of the

following members, depending upon the circumstances: Core Faculty members, any Administrative Director, or others. The Committee will make its recommendations to the Provost within 45 days after being convened.

The Provost will accept, reject, or revise the Committee's decision and communicate it to the grievant(s). This decision will be based on the record and the Provost will not reopen the matter for additional evidence or argument. The action of the institutional management will be final.

Academic Probation

Probation assessment is conducted each quarter at the time that quarterly grades are posted. Students are placed on academic probation upon failure to achieve or maintain a cumulative grade point average of 3.0. Students may also be placed on academic probation for excessive unexcused absences or for failure to follow the Honesty or Conduct Policies of the Institute. After being notified of probationary status by the Registrar's Office, it is recommended that a student on academic probation contact the Program Chair for advisement. Academic probationary status is removed when a student has raised their cumulative GPA to at least a 3.0 at the time that quarterly grades are posted and/or when the honesty, conduct, or attendance issues have been addressed satisfactorily.

A student may be on academic probation for no more than two consecutive quarters of enrollment. If the probationary status is not remediated and removed within two (2) enrolled quarters, a student will be academically disqualified.

Academic Disqualification

Academic disqualification discontinues a student's current enrollment and bars further registration and attendance/participation in any course pending a review by the Education Council. There are five circumstances under which a student would be placed on academic disqualification status:

1. Students who fail to resolve their academic probation status within two consecutive quarters of enrollment will automatically be placed on academic disqualification status.
2. Students who do not make satisfactory progress during the six-month remedial work period of their clinical probation may be placed on academic disqualification status. Students in this

situation have the opportunity to make a written and oral presentation to show cause for remaining in the program.

3. Students who engage in additional unethical or illegal behavior in regard to the practice of psychotherapy while on clinical probation will undergo an immediate review. If the Education Council substantiates evidence of this behavior, the student may have their probation extended or may be placed on academic disqualification status.
4. Students who fail to meet the parameters for achieving a passing score on the written or oral comprehensive exam will be placed on academic disqualification status.
5. Violation of the Honesty Policy or the Conduct Policy is cause for academic probation and/or disqualification.

When any of these situations occur, the Registrar will notify the student in writing of the status. Students who are academically disqualified will receive a prorated refund of tuition and fees based on Pacifica's Refund Policy as described in this handbook. Financial aid recipients will be evaluated based on the Return of Federal Funds policy required by federal regulations as outlined in the Financial Aid section of this handbook.

Disqualification Appeal Procedure

In the event a student is academically disqualified, he or she may submit a petition to the Education Council to appeal the disqualification. Petitions to the Education Council must be submitted to the Registrar within one week of receipt of the disqualification notice. The Council will review and consider all materials that are submitted and will respond to the student in writing. A copy of the Council's action, along with the student's petition, will be placed in their permanent file.

If the Education Council denies the appeal for reinstatement, the student has the option to apply for readmission unless the disqualification was based on the Conduct and Impairment Policy or the Honesty Policy. Students who are disqualified for violations of the Conduct and Impairment Policy or the Honesty Policy are eligible to appeal the disqualification by petitioning the Provost's Office who may appoint a review committee. The review committee will make a suggestion to the Provost and the decision of the Provost will be final.

Remediation for Problematic Behavior

Pacifica students, faculty and staff are encouraged not to respond to rude or abusive communication, other than to encourage rephrasing in a more professional and civil behavior. Departmental review of problematic behavior occurs throughout the year in certain programs, and may be specifically addressed in the annual student evaluations/assessments. The faculty and staff may require time to collect information, documentation, and varied opinions before approaching a student with specific concerns.

In case of identified and specific problematic behavior, faculty, staff or other students may fill out an Incident Report document, which is forwarded to the Program Chair and Program Administrator. The Chair should contact the student and other parties for further clarification, and the student may be able to add their own summary of the events. The Chair, in conjunction with appropriate to the case faculty (e.g., student's advisor) and staff, will examine the nature of complaint and initiate other procedures that may require student to be issued a written warning (Problem Identification process), placed on probation, or be disqualified or withdrawn from the program. For example, repeated lateness to class or disruptive use of electronic equipment may be documented as a warning and addressed with student via Problem Identification forms (which will include specific violations and their remediation). However, incidences of plagiarism, violence, hate speech/crime, or extreme emotional or behavioral instability that influences cohort learning or disrupts operations at Pacifica, may be addressed immediately by Chair in conjunction with the Educational Council and the Registrar, which may result in the initiation of the probation procedures with required remediation steps, a required Leave of Absence with compulsory remediation steps, or immediate disqualification from the program. The student will have a chance to submit documentation of their own assessment of what occurred as well as be able to appeal the Education Council's decision to the Provost's office (see Grievances procedures process below).

Probation procedures may also be evoked after repeated or unaddressed incident reports and problem identification procedures.

As part of the probation process, the Chair of the program will document specific violations, steps toward remediation (if applicable), time frame for remediation to occur, and consequences in case the

behavior is not addressed or remediation steps are not completed. The Education Council will evaluate students' probation status and all supporting documents (including students' own summary of the problem). If the Educational Council, based on Chair recommendation, approves probation, this document (signed by Program Chair and the Educational Council representative) will be placed in students' files. Education Council, in conjunction with the Program Chair, will review student progress on the terms of the probation at the conclusion of the probationary period, or as circumstances call for, in order to determine if student is able to come off probation or if further action is required.

Decisions by the committee which involve immediate disqualification from the program are forwarded to the Provost, who can hear appeals and then makes final decisions. Students disqualified from the program are not permitted to re-enroll or seek admission into another program.

Suspension

Students who are suspended due to violations of the Honesty Policy or the Conduct and Impairment Policy may not attend classes in person or online. Within three weeks of the date of the suspension, there will be a review by the Program Chair and the Provost to determine whether the student will be removed from suspension and allowed to return to classes, continued on suspension for a determined period of time, placed on academic probation, or academically disqualified. The student will be notified of the date of this review and will have the option of providing a written response to the reviewing committee. Suspension of classes includes those conducted online; the suspended student will be denied access to the Learning Management System.

Financial Aid

The purpose of financial aid is to provide financial assistance to students enrolled at least half-time basis (minimum 3 units) in an eligible program at Pacifica. Pacifica's Board of Trustees, administrators, faculty, and staff do all they can to ensure that quality education is accessible to all students. Pacifica is committed to a policy of non-discrimination in its regulations pertaining to the award of financial aid.

Important Note: The financial aid information published in this catalog is current and accurate at the time of publication. Institutional policies along with federal and state regulations may change periodically. Contact the Office of Financial Aid for the most up-to-date information regarding applications, deadlines, policies, and procedures or visit Pacifica's Financial Aid webpage.

General Eligibility Requirements:

To qualify for federal financial aid at Pacifica, a student must:

1. Be admitted to an eligible program at Pacifica and enrolled in that program on at least a half-time basis (minimum 3 units/quarter);
2. Complete and submit the Free Application for Federal Student Aid (FAFSA) form each year to determine eligibility for federal financial assistance. Pacifica's School Code is **G31268**.
3. Be in good standing in order to qualify for federal financial assistance (a student may not have federal liens, or be in default, or owe a refund on any federal financial aid program).
4. Be a United States Citizen, legal permanent resident of the United States or eligible non-citizen; provide proof of compliance with selective service and drug conviction regulations.
5. Be making Financial Aid Satisfactory Academic Progress (FSAP) toward the completion of degree requirements (See FSAP policy for details).
6. Complete an entrance counseling session online prior to receiving the first loan disbursement and an exit counseling session when dropping below half-time status, taking a Leave of Absence, or upon completion from Pacifica.

Types of Financial Aid Available:

Pacifica provides students with a number of financial assistance options including scholarships, loans, and financing alternatives.

PACIFICA GRADUATE INSTITUTE SCHOLARSHIPS:

To make education accessible to students who show high financial need and academic merit, Pacifica is pleased to offer a number of program-based scholarships to our graduate students. Applications are available through the Office of Financial Aid website after January 1st.

Newly admitted students to be considered must meet the following requirements by: **August 15th**

1. Be accepted into a Pacifica program of study.
2. Complete and submit the scholarship application and essay.
3. Results of the FAFSA must be on file in the Office of Financial Aid for U.S Citizens or eligible non-citizens in order to qualify.
4. International students must, instead of the FAFSA, complete the International Student Addendum form included in the scholarship application along with the application and essay.

**Please note: any scholarship applications that have not met the above-mentioned requirements by the published deadline will not be considered.*

Returning students to be considered must meet the following requirements by: **August 15th**

1. Be enrolled full-time (minimum 6 units) each quarter.
2. Complete and submit the scholarship application and essay.
3. Results of the FAFSA must be on file in the Office of Financial Aid for U.S. Citizens or eligible non-citizens to qualify.
4. International students must, instead of the FAFSA, complete the International Student Addendum form application along with the application and essay along with the application and essay.

**Please note: any scholarship applications that have not met the above-mentioned requirements by the published deadline will not be considered.*

Program Scholarships

C.G. and Emma Jung Scholarship

Offered to newly admitted students entering into the Ph.D. Depth Specialization in Integrative Therapy and Healing Practices. Average awards range from $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required grade point average.

Founders Scholarship

Offered to newly admitted students entering into the M.A. Counseling Psychology Program. The scholarship will be awarded to four students in the amount of $4,000 and is renewable provided recipients meet the required grade point average. Applicants should show high financial need and strong academic excellence.

Global Innovators Scholarship

Offered to newly admitted students entering into one of the following programs: M.A. Depth Psychology and Creativity, or the M.A. /Ph.D. Depth Psychology with Specialization in Jungian and Archetypal Studies. Average awards range from $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required grade point average.

Herman Warsh Scholarship

Offered to newly admitted students entering the M.A. /Ph.D. Depth Psychology with Specialization in Community, Liberation, and Ecopsychology program. Average awards range from $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable provided recipients meet the required grade point average.

Joseph Campbell Scholarship

Offered to newly admitted students entering into the M.A. /Ph.D. Mythological Studies Program. Average awards range from $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable provided recipients meet the required grade point average.

Jung/Freud Clinical Scholarship

Offered to newly admitted students entering into either the Ph.D. Clinical Psychology or Psy.D. Counseling programs. Awards range $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required 3.5 cumulative grade point average**.**

Education Assistance

Offered to new and returning students. The award is $1,000 to be equally divided between four quarters. For students in the M.A. Counseling Program enrolled in the 3rd year, the award is $500. This scholarship is **not renewable** and students must apply each academic year. Students enrolled in the dissertation phase are not eligible for consideration.

Post 9/11 GI Bill Yellow Ribbon Scholarship

Pacifica Graduate Institute is pleased to announce that we have entered into an agreement with the Veteran's Administration in support of veterans continuing their education under the Post 9/11 GI Bill. Pacifica has agreed to provide up to ten Yellow Ribbon Scholarships each year for qualifying veterans under the Post 9/11 GI Bill on a first-come, first-serve basis. Students in the M.A. Counseling program will qualify for up to $6,500 per year, M.A. Depth Psychology and Creativity students will qualify for up to $5,400 per year, and those in the doctoral programs will qualify for up to $7,800 per year.

Segal AmeriCorps Matching Scholarship

Offered to new and returning students. Pacifica Graduate Institute is a proud participant in the Segal AmeriCorps Matching Education Award program and is pleased to offer the Segal AmeriCorps Matching Scholarship to qualified AmeriCorps Alumni enrolled in one of our M.A. or Ph.D. programs. The matching scholarship amount will be a dollar-for-dollar match up to $4,725 per year with a maximum of $9,450 throughout enrollment in the program of study. To qualify for the matching scholarship program, students must submit to the Office of Financial Aid the AmeriCorps voucher confirming benefit eligibility. A total of five new scholarships will be available on a first-come, first-serve basis. These scholarships are not transferable, have no cash value, and will be applied directly toward tuition charges.

CLIE Tuition Matching Grant

Offered to newly admitted students entering into the M.A. /Ph.D. Depth Psychology with Specialization in Community, Liberation, Indigenous, and Eco-Psychology program. Pacifica Graduate Institute will match (through tuition grant) up to $12,500 per year, tuition support offered by an incoming student's employer, non-profit organization, sponsoring member of the community, or foundation. The number and amount of individual awards is contingent upon the number of eligible applications received. Applicants should have experience in and commitment to working in community-based settings or on environmental or cultural issues. The matching funds awarded in 2024-2025 will be renewable throughout a student's course of study in conjunction with their sponsoring source. This opportunity has been created in recognition of how difficult it can be for those committed to community and Eco psychological work to fund their education, particularly in the context of the enhanced needs our communities are currently experiencing.

Peace Corps Paul D. Coverdell Fellows Program

Pacifica Graduate Institute partners with **The Peace Corps'** Paul D. Coverdell Fellows Program to provide graduate school scholarships to Returned Peace Corps volunteers (RPCV). The Community, Liberation, Indigenous, and Eco-Psychology Specialization, the Psy.D. Counseling Psychology Program and the M.A. Counseling Psychology Program invite RPCVs to apply.

Students are encouraged to apply for all applicable scholarships. However, scholarships cannot be combined with other Pacifica Graduate Institute Scholarships. Only one scholarship per student can be awarded.

EXTERNAL SOURCES:

Outside Scholarship Searches

There are many free sources providing scholarship listings and databases available to students on the Internet. Please be aware that you should not pay for a search service. Pacifica's website provides a listing of several scholarship search resources. Log on to www.pacifica.edu, under Financial Aid, click on Scholarship Searches.

International Student Resources

We encourage students to apply for the Pacifica Graduate Institute Scholarships. Please refer to the Scholarship section for more information or visit Pacifica's website. Under Financial Aid, click International Students.

State Sources

Many states offer grants and/or other types of financial aid to their residents. Contact the U.S. Department of Education in your state for information, or check the U.S. Department of Education's website.

Student Employment

Pacifica does not participate in the Federal Work-Study program.

Tax Breaks for College

There are a number of federal tax benefits for college, including credits, deductions, and savings incentives. All benefits have income limitations and other qualifications.
Consult your tax advisor or IRS for complete details.
Web resources: IRS Tax Information for Individuals webpage.
For questions regarding the 1098-T tax form, please contact Pacifica's Student Accounts Office.

Tribal Benefits

Pacifica accepts tribal benefits. Several American Indian tribal nations provide tuition assistance for students who are recognized members. For additional information on tribal funding, please visit the U.S. Department of the Interior's webpage.

Veterans Administration Educational Benefits

Pacifica's programs are approved for the training of veterans and other eligible persons under Title 38, U.S. Code. To determine eligibility requirements under any of the education benefit programs, call 1-888-GIBILL1 or logon to the VA website.

Pacifica has agreed to participate in the Post 9/11 GI Bill Yellow Ribbon Matching Scholarship program. For details of Pacifica's Yellow Ribbon Matching Scholarship program contact the Office of Financial Aid or visit the Pacifica Scholarship Programs link on the Financial Aid website.
For students eligible for education benefits through the Veteran's Administration, all previous education and training will be evaluated. Credit will be awarded where appropriate and the program will be shortened accordingly. The student and the Veteran's Administration will be notified by the Registrar Office promptly.

Vocational Rehabilitation

Pacifica accepts Vocational Rehabilitation benefits. The services available through these programs vary depending upon the state. For more information, please visit the VA Veteran Readiness and Employment webpage.

STUDENT LOANS

Federal Student Loans

Pacifica Graduate institute participates in the U.S. Department of Education's Direct Loan program. The Direct Loan program provides students with access to federal Unsubsidized Loans as well as PLUS Loans for graduate and professional students by allowing students to borrow directly from the federal government. To learn more about these Federal Direct Loan programs, visit the Federal Student Aid website or the Pacifica Financial Aid website. You may also learn more about these loan programs in the Pacifica Financial Aid guide, which is available for download online or in the Office of Financial Aid.

The Direct Unsubsidized Loans are low interest loans made to students admitted to an eligible academic program and attending at least half-time (minimum 3 units). The interest rates for federal student loans are determined by federal law each year. The interest rate on Direct Unsubsidized loans for 2024-2025 will be released during the summer. All new Direct Unsubsidized loans offer a six month post-enrollment grace period. All Direct Unsubsidized Loans are subject to an origination fee which is deducted from each disbursement.

Graduate students may borrow an annual maximum of $20,500 in the Direct Unsubsidized Loan program. The aggregate loan limit of all federal Stafford Loans (FFELP + Direct combined) for a graduate student is $138,500 (including undergraduate loans and a maximum of $65,500 in Subsidized Stafford Loans).

Direct Unsubsidized Loans

Direct Unsubsidized Loans are available to students regardless of financial need. The annual maximum for graduate students is $20,500 with a total Aggregate Lifetime limit of $138,500. Interest on this loan begins to accrue upon disbursement. The student is responsible for the interest on this loan during eligible periods of enrollment and deferments (interest deferment options are available).

Direct Subsidized Loans

Direct Subsidized Loans are no longer available for graduate and professional students effective for loans made for periods of enrollment (loan periods) beginning on or after July 1, 2013. The terms and conditions of Direct Subsidized Loans received by any student for loan periods beginning before July 1, 2013 for either graduate or undergraduate study are not affected by this change.

Direct Graduate PLUS Loans

Direct Graduate PLUS Loans are available to qualifying graduate/professional students to assist with education expenses (tuition, housing, books, travel, and reasonable personal expenses). Direct PLUS Loans are not based on income or assets. However, to qualify borrowers must:

1. Be a U.S. Citizen or eligible non-citizen and have a valid Social Security Number.
2. Complete the FAFSA and apply for the maximum amount of Unsubsidized Loans for which you are eligible.
3. Meet credit eligibility requirements as determined by the U.S. Department of Education.
4. Complete/submit a Master Promissory Note (MPN) to the U.S. Department of Education.

Direct Grad PLUS Loans are also subject to an origination fee which is deducted from each disbursement.

The interest rates on Grad PLUS loans are determined by federal law each year. The interest rate on Direct Grad PLUS loans for 2024-2025 will be released during the summer. Interest begins to accrue as the funds are disbursed each quarter. New Direct PLUS loans will have a six month post-enrollment grace period.

Student Loan Repayment

There are several repayment plans for Direct Loans that range between 10-30 years of repayment. Early repayment in whole or in part may be made without penalty at any time. Income based, extended repayment plans and loan forgiveness programs are available to assist in successful repayment of student loans. Consult with the Direct Loan Servicing Center for complete details on the repayment options available by logging into your Federal Student Aid account.

Student Loan Counseling

All students who borrow from the Federal Loan Programs are required to complete an online Entrance Counseling session prior to receiving the first loan disbursement and an online Exit Counseling session prior to leaving Pacifica. The purpose of these loan counseling sessions is to inform students of their rights and responsibilities as a student loan borrower.

PLUS Credit Counseling is required if the U.S. Department of Education has informed you that you have an adverse credit history and you have:

- Obtained an endorser or
- Documented extenuating circumstances to the satisfaction of the U.S. Department of Education

Private Alternative Loans

Private Alternative Loans are non-federal loan programs that require at least half-time enrollment (minimum of 3 units at Pacifica), a good credit history, and ability to repay the loan, and U.S. citizenship or permanent resident status. Some loans may require a credit worthy U.S. citizen or permanent resident co-signer. For complete details of the alternative loans available, please contact the Office of Financial Aid. U.S. Department of Education regulations on private education loans require that:

1. The lender present full disclosure of the terms and conditions of the loan (including fees, interest rates, repayment amounts) and
2. The school certify a student's cost of attendance and eligibility prior to the lender disbursing funds and
3. The lender obtains written confirmation through a signed self-certification from the borrower that they understand the terms and conditions prior to releasing loan funds to the school. This process may extend the processing time for private loans and may delay the release of loans funds to the school. Please allow a minimum of two to three weeks for processing of private alternative loans.

Financial Aid Disbursements

In general, all financial aid will be released to Pacifica in multiple disbursements that coincide with the start of each enrollment period (quarter). The Office of Financial Aid must confirm attendance and registration each quarter in order to release funds. Payment for all outstanding charges not covered by financial aid is due 14 days prior to the start of each quarter to the Student Accounts Office.

Financial Aid Refunds

If the student's financial aid exceeds the total charges each quarter, the student is entitled to a financial aid refund. Excess financial aid funds are available after the start of each quarter. Pacifica has partnered with Nelnet Business Solutions to provide timely refunds to students. Students have the option of receiving refunds through direct deposit or paper check. All refunds will be processed within 14 days after the financial aid funds are received from the U.S. Department of Education. If you do not sign up for the direct deposit option, a paper check will be mailed to you directly from Nelnet Business Solutions approximately 14 days after the funds are received. For questions regarding direct deposit and/or refund process please contact Pacifica's Student Accounts Office. ***Please note the Student Accounts Department cannot issue a refund without a Social Security number on file.***

POLICIES APPLYING TO ALL FINANCIAL AID RECIPIENTS:

Return of Federal Funds/Refunds

Pacifica Graduate Institute adheres to the Return of Federal Funds (R2T4) regulated by federal policy(Sect. 668.22 Higher Education Amendments of 1998). For those students who are eligible and receive federal financial aid and find it necessary to withdraw from all courses at Pacifica prior to the completion of the current quarter, the following federal policy applies. The focus of the policy is to return the **unearned** portion of the federal financial aid for the enrollment period. Only the amount of financial aid that has been earned (based on the number of calendar days completed in the period of enrollment) will be retained on the student's behalf. Any unearned aid will be returned to the U.S Department of Education (ED). If a student withdraws after the 60% point-in-time, the student has earned 100% of the federal funds.

The Return of Federal Funds will be calculated based on the date official written notification of withdrawal is received by the Registrar's Office, the last date of documented attendance or for an unofficial withdrawal, the mid-point of the term, or the last documented date of attendance.

The distribution of returned funds is as follows:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Plus Loan
3. State, private, or institutional aid
4. The student

A "refund" refers to the calculation of institutional charges and is a separate calculation from the Return of Federal Funds calculation. The amount of refundable institutional charges (tuition and residential/non-residential fees) will be prorated based on school policy. Please refer to Refundable Tuition and Fee Policy in this catalog and the Student Handbook. If there is a balance due by the student as a result of the unearned financial aid being returned, the student will be responsible for payment of the difference.

Details of the Return of Federal Funds Policy are available in the Office of Financial Aid. Details of the Refund Policy are available from the Student Accounts Office.

Financial Aid Satisfactory Academic Progress (FSAP) Policy

Students enrolled in coursework

All students who apply for and receive financial aid must be making FSAP toward completion of degree requirements. FSAP annual evaluation will occur after summer grades are posted each year *(in August or September depending on the summer track end dates)*. For Psy.D. Clinical Psychology program the FSAP annual evaluation will occur after spring grades are posted each year.

A cumulative grade point average of 3.0 must be maintained AND a minimum of 67% of attempted units must be successfully completed with a grade of "C" or better (grade of "B" or better required for Counseling and Clinical doctoral students). Transfer credit (TR) will be considered as both attempted and completed units. Incomplete grades (I), failing grades (F, NP), withdrawn grades (W), repeated courses (R) and courses in progress with grades pending (J) will be counted as attempted units and excluded from completed units until successful grades are posted to the transcript.

Example: The percentage of completed units is calculated by dividing the number of successfully completed units by the number of attempted units. For example, if you attempt 6 units in each of the Fall, Winter, and Spring terms for a total of 18 attempted units and you successfully complete a total of 12 units, you have completed only 66.7% and are not maintaining FSAP. Your eligibility for federal aid would be suspended. Review the Appeal Process section for further details.

Dissertation students completing the Ph.D. dissertation phase of the program are considered to be in progress and will be counted as attempted credits and will not receive a grade until the student is able to complete their dissertation. Students who are completing their Ph.D. dissertation demonstrate FSAP by having a committee formed, having on-going consultation, and submitting acceptable written work to their dissertation committee chair by the end the first year (4th quarter of dissertation). The student and committee chair must confirm that such progress has occurred. At the end of the ninth quarter of Ph.D. dissertation, in order to be making FSAP, a student must have a committee approved proposal to receive aid during a third year of dissertation work. All pending financial aid will be cancelled once the final draft is approved. Federal financial aid is not available beyond the thirteenth quarter of Ph.D. dissertation work. Please be aware that all pending financial aid will be canceled once the final draft of your Ph.D. dissertation is approved. The final draft approval date is

considered the separation date from Pacifica and is the effective date used in notifying the Department of Education. Dissertation Processing Fees are not eligible for financial aid. Please review the Ph.D. Dissertation Satisfactory Academic Progress flyer for more details. Also, refer to the Psy.D. Clinical Dissertation Completion Extension flyer and the Psy.D. Clinical Internship flyer for specific details, or equivalent policy documented elsewhere for the Psy.D. in Counseling Psychology.

Financial Aid Suspension

It is the student's responsibility to ensure FSAP is maintained. Students will not receive prior FSAP warnings. Students who fail to maintain a minimum cumulative grade point average of 3.0 and/or fail to successfully complete a minimum of 67% of attempted units each year will lose eligibility for Federal Unsubsidized and Grad Plus Loans. Dissertation students who fail to meet the FSAP requirements will also lose eligibility for federal financial aid. Students will be notified in writing if or when their eligibility for federal aid is suspended.

Appeal Process

Students for whom federal aid has been suspended may appeal if extenuating circumstances (such as a death in the family, injury, illness, or other special circumstances) has hindered academic performance.

Students are strongly encouraged to submit a written appeal within two weeks after receiving notification that financial aid has been suspended. Appeals must be in writing and describe the basis for the appeal. The appeal should include the following items:

- An explanation as to what has changed that would allow the student to demonstrate FSAP at the next evaluation.
- A Corrective Action Plan (CAP) that provides a detailed explanation of how and when deficiencies will be resolved.
- A proposed academic plan for completion of the degree requirements.

The appeal and the CAP must be submitted in writing to the Director of Financial Aid at Pacifica Graduate Institute, 249 Lambert Road, Carpinteria, CA 93013. Phone: (805) 969-3626 x137. The

FSAP Committee will review each student's appeal and CAP to determine whether the FSAP standards will be met and if eligibility for federal aid will be re-instated.

Students Enrolled in Psy.D. Clinical Psychology Internship

Students that are enrolled in the Internship phase of the Psy.D. Clinical Psychology Program are eligible for financial aid only during the first three quarters of Internship enrollment period.

Maximum Timeframe

Students must successfully complete the program within the maximum timeframe. Students in the Master's programs must complete the degree requirements within five (5) years and Doctoral programs within eight (8) years. The maximum number of units a student may attempt in the process of completing the degree is:

Program	Number of Units required for Degree	Maximum Number of Attempted Units Allowed *
M.A. /Ph.D. Clinical Psychology	105	157.5
Psy.D. Clinical Psychology	116	174
M.A. Counseling Psychology	93	139.5
Psy.D. Counseling Psychology	106	159
M.A. /Ph.D. Depth Psychology	90	135
Community/Liberation/Indigenous/ Eco-psychologies	90	135
Jungian and Archetypal Studies specialization	90	135
M.A. in Depth Psychology and Creativity with Emphasis in the Arts and Humanities	48	72
M.A. /Ph.D. Mythological Studies	89	133.5
Ph.D. Integrative Therapy & Healing Practices	74	111
M.A. /Ph.D. Psychology, Religion, and Consciousness	72	108
** The maximum number of units attempted may vary based on degree requirements at the point of admission to the program of study*		

Notice of Penalties of Drug Law Violations

Federal law provides that a student who has been convicted of an offense under any federal or state law involving the possession or sale of a controlled substance during a period of enrollment for which the student was receiving financial aid shall not be eligible to receive any federal financial aid during

the period beginning on the date of such conviction and ending after the interval specified in the following table.

If convicted of an offense involving:

Possession of a Controlled Substance:	**Ineligibility Period:**
First Offense	1 year
Second Offense	2 years
Third Offense	Indefinite
Sale of a Controlled Substance:	**Ineligibility Period:**
First Offense	2 years
Second Offense	Indefinite

A student whose eligibility has been suspended based on a conviction for possession or sale of a controlled substance may resume eligibility before the end of the ineligibility period if:

A. The student satisfactorily completes a drug rehabilitation program that:
    1. Complies with the criteria prescribed in the federal regulations; and
    2. Includes two unannounced drug tests;
B. The student successfully passes two unannounced drug tests conducted by a drug rehabilitation program that complies with the criteria prescribed in the federal regulations; or
C. The conviction is reversed, set aside, or otherwise rendered nugatory.

Student Rights and Responsibilities

Student Rights:

Students have the right to ask the Institute:

- What it costs to attend and what its refund policies are if you take a Leave of Absence or withdraw.
- How the Institute determines whether you are making FSAP and what happens if you are not.
- What financial help is available, including information on federal, state, and college financial aid programs, not just loans.
- About the deadlines for submitting applications for each financial aid program and how recipients are selected.

- How your financial need is determined, including the costs for tuition, fees, housing, food, transportation, books, supplies, personal and miscellaneous expenses are considered in your cost of attendance.
- To explain the various elements in your financial aid package including how and when you will receive your aid.
- To reconsider your financial aid application, if you believe you have been treated unfairly.
- How much of your financial aid must be paid back, and what portion is grant or gift aid.
- If you are offered a loan, you have the right to know the interest rate, the total amount that must be repaid, payback procedures, when repayment begins and how long you have to repay.
- How to apply for additional aid, if your financial circumstances change.
- About the effect outside scholarships may have on your financial aid award.
- For its statistics on crimes, including sexual violence committed on and off campus, and for its campus safety policies and procedures.
- To disclose the percentage of its student who complete the Institute's programs, the percentage that transfer out, and its job placement rates.

Student Responsibilities:

Students must:

- Accurately complete and submit all application by the required deadlines;
- Promptly respond to requests for additional required documentation;
- Avoid intentional misreporting of information on financial aid forms;
- Read, understand, and retain copies of all forms signed and submitted;
- Read, understand, and accept responsibility for all signed agreements;
- Review and understand all information about the program of study prior to enrollment;
- Understand and comply with all requirements of federal, non-federal, and Pacifica financial aid programs;
- Repay your student loans plus interest that accrues, even if you do not complete your education, cannot get a job, or are not satisfied with your education;
- You must use your federal student loan for educational expenses only;

- File for a deferment or forbearance, or change repayment plans if you are at risk of default;
- Remain continuously enrolled, i.e. not have a break in enrollment such as a leave of absence for sequential continuation of financial aid;
- Complete the required Entrance Counseling session prior to the receipt of the first loan disbursement;
- Complete an Exit Counseling session prior to leaving Pacifica (i.e., upon completion of degree requirements or prior to a leave of absence or withdrawal); and
- Notify the Department of Education and alternative loan lenders and the administrative offices at Pacifica of all changes to a student's address, phone number, email address, and enrollment status. Failure to notify the Office of Financial Aid may result in delayed processing of the financial aid.

Student Consumer Information

For student Consumer Information, please visit Pacifica's Student Consumer Information website.

Administrative Information

Accreditation

As an accredited institution, Pacifica Graduate Institute is committed to high standards of quality, integrity, capacity, and effectiveness. Pacifica's academic programs are subject to review and approval on multiple levels:

1. WASC Senior College and University Commission (WSCUC);
2. State of California Bureau of Private Postsecondary Education (BPPE);
3. U.S. Department of Education (ED)

The WASC Senior College and University Commission (WSCUC) is an accrediting agency serving a diverse membership of public and private higher education institutions throughout California, Hawaii, and the Pacific, as well as a limited number of institutions outside the U.S. Through its work of peer review, based on academic standards agreed to by the membership, the Commission encourages

continuous institutional improvement and assures the membership and its constituencies, including the public, that accredited institutions are fulfilling their missions in service to their students and the public good. WSCUC is recognized by the U.S. Department of Education (ED**)** as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid.

WSCUC is reviewed periodically for renewal of recognition by the U.S. Department of Education (ED) and by the Council for Higher Education Accreditation (CHEA).

Accredited membership in WSCUC is achieved and maintained after an institution undergoes a series of self-studies and peer reviews by educators from member schools. These reviews are planned periodically to ensure that each institution is achieving its mission, educational purposes, and other academically-oriented standards of quality, integrity, capacity, and effectiveness.

WSCUC Accreditation Status

In February 2019, Pacifica's accreditation was re-affirmed with the next review scheduled for 2024.

Current Accreditation Status: ACCREDITED

First Accredited: 1997

Most Recent Commission Action: September 22, 2023

Visit the accreditation webpage on Pacifica's website for more information.

For standards of accreditation and information regarding the WSCUC, including information about policy and process for compliance complaints, visit WSCUC's webpage, or contact WSCUC at the address below.

WASC Senior College and University Commission (WSCUC)

1080 Marina Village Parkway Suite 500Alameda, CA 94501

Telephone: (510) 748-9001

Fax: (510) 748-9797



Status

To comply with new ED requirements for proprietary schools, Pacifica Graduate Institute applied to the California Bureau for Private Postsecondary Education (BPPE) and in April 2014 was approved to operate by means of accreditation.

This approval to operate signifies that an institution is in compliance with state standards as set forth in the Private Postsecondary Education Act. For more information, visit Pacifica's Student Consumer Information webpage.

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

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. School Performance Face Sheets are published on Pacifica Graduate Institute's Student Consumer Information webpage.

Please note that the data collection process only yields results based on the number of participants. Thus, lower numbers coincide with the low number of participants. School Performance Fact Sheets (SPFS) are a state required document that has required regulatory fields that must be submitted. Institutions and the State have been working together to meet these requirements when an institution does not meet the standard undergrad or certificate programs. Pacifica Graduate Institute (PGI), began an Alumni survey to attempt to calculate the require data in correlation with the Bureau of Labor Statistics (BLS) database, to provide an example when possible.

- PGI completes the required data for On-Time Completion rates based what the Department of Education (DE) considers on-time completion to be, typically 5 years for a doctoral program.

- PGI data on Graduates Available for Employment are based on survey data for Graduates Employed in the Field. Since Graduates Employed in the Field are extremely undercounted, the Placement Rate Employed in the Field may not reflect a true or accurate percentage.
- Many PGI Programs may result in freelance or self-employment. This type of work may not be reported or accounted for in a consistent or quantitative manner that meets the required fields on the SPFS.
- Additional student learning and persistence data are available on the Pacifica's Student Learning & Persistence webpage.

Other Resources for job and career information that may be useful:

- Bureau of Labor Statistics (BLS)
- Standard Occupation Classification (SOC)
- Pacifica Graduate Institute Alumni Association

Please note, therefore, that the performance data relies solely on student survey.

BPPE Annual Report:

To view Pacifica Graduate Institute's BPPE Annual Report Summary, visit Pacifica's Student Consumer Information webpage. For more information about the BPPE, including its policies and procedures, visit the BPPE webpage.

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 or by completing a complaint form, which can be obtained on the bureau's internet web site (BPPE webpage).

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 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

This institution 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.).

Non-discrimination Policy and equal opportunity statement

Pacifica Graduate Institute does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation or identity, physical or mental disability, citizenship status (within the limits imposed by law or Institute policy), marital status, medical condition, or age in any of its policies, procedures, or practices. This non-discrimination policy covers treatment in institutionally approved academic programs and activities. In conformance with Institute policy, Pacifica Graduate Institute is an Affirmative Action/Equal Opportunity Employer. If a student believes s/he has been subjected to any form of unlawful discrimination, please submit a written complaint to the Provost.

Withdrawal Policy

Students wishing to withdraw from Pacifica Graduate Institute are required to notify the Registrar's Office in writing. Upon receipt, the Registrar will notify the appropriate departments. The Refund Policy will be administered by the Business Office.

Leave of Absence Policy

Students requesting a leave of absence are required to submit a completed Leave of Absence Form to the Registrar. Upon receipt, the Registrar's Office will notify the appropriate departments. The Refund Policy will be administered by the Business Office.

Continuous registration is required to remain an active student. Students enrolled in coursework who find it necessary to interrupt their studies at Pacifica after completing at least one full quarter of coursework or students who wish to take a break before beginning the dissertation phase of their program will need to submit a Request for Leave of Absence form to the Registrar's Office. With the exception of the Counseling Psychology and the Clinical Psychology programs, a Leave of Absence may be for a minimum of one quarter or a maximum of one year. Due to the sequential structure of course requirements, students in the M.A. or Psy.D. programs in Counseling Psychology and students in their first year of the M.A./Ph.D. program in Clinical Psychology who elect to take a Leave of Absence must remain on leave for one full year. Students returning from a leave of absence will

receive an academic plan that they are expected to follow. A fee will be assessed for the Leave of Absence. Taking a Leave of Absence does not extend the program time limits of eight years for students in the doctoral programs and five years for students in the master's programs.

For students who take a Leave of Absence prior to the start of the quarter, enrollment ends on the last day of the preceding quarter. If a student needs to take a Leave of Absence after the quarter has begun, the date on which the Registrar's Office receives the Leave of Absence Form constitutes the effective date of the leave. This date determines the last day of attendance and will be used to calculate any pro rata refund of tuition and/or fees based upon the Refundable Tuition Policy. Financial aid recipients' funding will be evaluated based on the federal refund policy as outlined in the Return of Title IV Funds policy. All financial aid recipients must complete an Exit Interview as required by federal regulations. Lenders will be notified of the last date of attendance and the repayment terms and conditions of the loan will begin.

For more information, please reference the Student Handbook.

Standards for Student Achievement

Good Standing: A graduate student is considered to be in good academic standing when a minimum 3.0 (B) grade point average is maintained. A full description of grading standards and academic regulations is contained in the current edition of the Pacifica Graduate Institute Student Handbook.

Campus Security

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Education requires all higher education institutions to track, report, and distribute this information each year (in the fall) to all students and employees. Statistics are available online at www.pacifica.edu.

Student Records

Pacifica Graduate Institute is in compliance with the Family Educational Rights and Privacy Act of 1974 and its amendments or as amended setting forth student rights to inspect and review their

education records, have some control over the disclosure of information from their education records, and seek to amend education records.

For details on students' rights and issues relating to disclosure of directory information, consult the current Student Handbook.

Student Record Retention Policy

Purpose and Scope

This policy outlines Pacifica's commitment to maintaining and securing student records in compliance with the California Education Code (CEC) §94900, §94900.5, and the California Code of Regulations (CCR) §71810(b)(15), §71920, and §71930. It ensures the integrity, confidentiality, and accessibility of student records for students, faculty, and authorized entities.

1. **Student File Maintenance**
   - **Individual Student Files**: Maintain comprehensive files for each student, including personal and academic records, from enrollment to beyond completion or withdrawal.
   - **Admission Records**: Include verification of bachelor's degree completion, equivalency, and records of transfer credits earned at other institutions that are accepted as transfer credits.
   - **Academic Records**: Maintain detailed transcripts showing courses, credits, grades, and credits awarded from other institutions, in accordance with CEC §94900.
   - **Academic Achievements**: Records of academic achievements and standards for student achievement as stipulated by CCR §71810(b)(15).

2. **Record Contents**
   - **Personal Information**: Collect age, gender, and ethnicity if voluntarily provided by the student.
   - **Signed Documents**: Retain all documents signed by the student, including contracts and financial agreements.
   - **Financial Records**: Document all transactions with the student, specifics of refunds, and financial aid documents.
   - **Academic Progress**: Include official notices regarding student progress, including leave of absence forms**.**

3. **Special Records**
   For independent study and graduate students, dissertations, theses, and significant projects.

4. **Compliance Documentation and Records Disposal**

Pacifica documents compliance with educational codes in its policies and procedures manual, which includes detailed records disposal protocols to ensure the privacy and security of student information.

5. **Catalog and Student Services**
   In alignment with 5 CCR §71810(b)(15), Pacifica's catalog includes detailed information on the institution's mission, educational programs, admission requirements, financial aid policies, and student services. This ensures transparency and access to essential information for all stakeholders.

6. **Record Retention and Security**
   - **Permanent Records:** Indefinitely retain core academic records, including transcripts and degrees awarded.
   - **General Retention**: Other pertinent records as described in Section 71920 are to be maintained for at least five years post-completion or withdrawal.
   - **Secure Storage**: Pacifica ensures records can be reproduced without loss of information. Pacifica ensures records are maintained in California, with a second set stored securely at a different location to prevent damage or loss.

7. **Access, Inspection, and Compliance**
   - **Access:** Access to student records is restricted to authorized personnel only. Pacifica employs physical, technical, and administrative safeguards to protect the integrity and confidentiality of student records.
   - **Inspection**: Pacifica ensures records are readily available for inspection and copying by authorized entities during normal business hours. Pacifica provide reasonable provisions for reproducing documents.
   - **Compliance**: Pacifica documents compliance with educational codes in the institution's policies and procedures manual, including detailed protocols for records disposal to protect student privacy.

8. **Closure and Record Preservation**
   In the event of institutional closure, arrangements must be made for the storage and safekeeping of all required records in California, ensuring immediate access for inspection and copying by authorized entities.

9. **Review and Updates**

This policy is subject to annual review and updates to ensure ongoing compliance with evolving legal and regulatory standards.

Changes in Policies and Procedures

Pacifica may from time to time alter the policies or procedures stated in this catalog in order to address emerging needs, or if otherwise in the best interest of the Institute. In that event the Institute would make all reasonable efforts to notify students. Thus students should be aware that the policies and procedures described in this catalog may not necessarily remain in effect during their entire program of studies at Pacifica. Also, to the extent there may be discrepancies in any time period between the Tuition and Fee Agreement and this catalog, the Agreement signed by Pacifica and the student shall be binding.

Applying to Pacifica Graduate Institute

Students are selected for admission in the Institute's programs on the basis of their perceived potential to succeed in master's or doctoral level work. The application review process focuses on past educational performance, letters of recommendation, interest in depth psychology, emotional maturity, application essays, and an interview. Applicants are asked to demonstrate research skills and writing ability by submitting an academic writing sample. Completed files will be submitted for file review and qualified applications will be invited for a virtual interview. For additional information on the admissions process see the Admission Requirements section. For more information, contact Pacifica's Admissions Office at (805) 879-7305. You may apply online at www.pacifica.edu.

Visiting Pacifica Graduate Institute

We welcome visitors to both Pacifica campuses. To arrange a campus tour, please call the Office of Campus Services at (805) 969-3626 or the Office of Admissions at (805) 879-7305. Pacifica also offers virtual events to learn more about the institute, including Pacifica Experience Days.
Visit Pacifica's webpage and explore the resources we have available online:

- Schedules, descriptions, and online registration for One-Day Introductions to Pacifica and other public programs
- Additional information on admissions and financial aid

- Online admissions application
- Informational videos featuring Pacifica's faculty and campuses
- Detailed information on Pacifica's Graduate Research Library and other educational resources.

PACIFICA
GRADUATE INSTITUTE

2025-2026

Course Catalog

September 1, 2025-August 31, 2026



Masters and Doctoral Programs

in the Tradition of Depth Psychology

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Pacifica Graduate Institute is an accredited, employee-owned graduate school dedicated to excellence in education. The Institute's programs in psychology, the humanities, and mythological studies are informed by the rich tradition of depth psychology.

Depth psychology calls attention to the importance of what lies beneath the surface of conscious awareness. That vital importance is clearly revealed in the arts and literature of every culture, as well as through the dreams and collective symptoms of individuals and societies.

At Pacifica, leading scholars have developed cutting-edge curricula that meet the complex needs of a diverse student body. Educational formats include three- and four-day monthly learning sessions, and hybrid, low-residency degree programs.

The Institute's two campuses lie between the Pacific Ocean and Santa Ynez Mountains, a few miles south of Santa Barbara, California. Tranquil and beautiful, they form ideal settings for contemplation and study.

Pacifica was born during the cultural upheaval of the early 1970s—a time when existing paradigms were questioned and new ones came into being. That sense of innovation, coupled with an abiding respect for the power of ideas, has remained central to the Institute's culture and curriculum.

Pacifica is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC).

The Catalog is updated annually. Annual updates may be made by the use of supplements or inserts accompanying the catalog. The information included in this catalog is as accurate as possible at the time of publication; however, the Institute reserves the right to make changes during the life of this catalog.

The mission of Pacifica Graduate Institute is to foster creative learning and research in the fields of psychology and mythological studies, framed in the traditions of depth psychology. By creating an educational environment with a spirit of free and open inquiry, consistent with the recognized values of academic freedom, Pacifica is dedicated to cultivating and harvesting the gifts of the human imagination. So that these insights may influence the personal, cultural, and planetary concerns of our era, this dedication is contained in the motto: *animae mundi calendae gratia*- for the sake of tending soul in and of the world.

Origins & Orientation Pacifica traces many of its central ideas to the heritage of ancient storytellers, dramatists, and philosophers from all lands who recorded the workings of the imagination. The legacies of these early men and women have evolved in multiple cultural contexts including the systematic explorations of the unconscious by Freud, Jung, and other theorists of the psychologies of this century.

The concepts of depth psychology results from this long development and are at the core of Pacifica's orientation. These ideas- such as the importance of symbol and metaphor in personal and cultural imagery or the recognition of the dynamic interplay between the natural world and the world of the human psyche are articulated in all of the Institute's programs. Pacifica students and faculty contribute further to this rich body of knowledge through the intricacies of the human imagination.

Extending the concepts of psychology and mythological studies beyond the personal, beyond the consulting room, and beyond the classroom, we see psychological life as an evolutionary development within nature, alive in all the phenomena and systems of our world. In studying and working with these multidimensional exchanges, we facilitate contributions to the contemporary concerns of our world through dialogues between the psyche of the individual, the mythologies of the culture, the collective human imagination, and the living planet.

M.A. in Counseling Psychology

WITH EMPHASIS IN MARRIAGE AND FAMILY THERAPY, PROFESSIONAL CLINICAL COUNSELING, AND DEPTH PSYCHOLOGY

The Masters in Counseling Psychology Program with an Emphasis in Marriage and Family Therapy, Professional Clinical Counseling, and Depth Psychology is dedicated to offering students unique and evidenced-based comprehensive training in the art of marriage, family, and individual psychotherapy and professional clinical counseling with an appreciation for the systemic and immeasurable dimensions of the psyche.

Depth psychology invites a curiosity about the psyche and respect for the diversity and resiliency of the human experience. Interdisciplinary courses in literature, mythology, religion, and culture deepen students' ability to link collective systems and archetypal themes to sociopolitical issues in the lives of individuals, families, and communities.

As preparation for professional licensure in Marriage and Family Therapy (LMFT) and Professional Clinical Counseling (LPCC), a rigorous two-and-a-half year academic program emphasizes theoretical understanding and experiential training in clinical skills, inclusive of a supervised practicum traineeship experience. Research studies and thesis writing prepare students to explore and contribute to the tradition of scholarship within the depth psychological tradition to further Pacifica's dedication to thoughtful and soulful practice.

At its core, the Masters in Counseling Psychology Program honors the distinctive call to the service of the individual and collective psyche. Founded on a deep relational ethic, a commitment to experiential academia, and a focus on the integration of the imaginal, the program prepares future depth psychotherapists for the rigors of professional licensure. Throughout the program, students are engaged in experiential learning and collaborative processes during quarterly sessions, in online and hybrid courses, and at their second- and third-year practicum sites. Collaborative learning reflects

Pacifica's team approach to the assessment and treatment of individuals, couples, families, and groups.

This dynamic program of study integrates marriage and family therapy and professional clinical counseling with depth psychology, preparing students for a meaningful career through enriched coursework, collaborative and experiential learning, and an engaged relationship with the mysteries of the psyche.

Students in the Masters in Counseling Psychology program learn to:

- Be proficient in theoretical orientations that offer perspective and provide meaning to systemic patterns and human behavior.
- Demonstrate process and clinical skills, both face-to-face and telehealth.
- Identify underlying psychological and systemic dynamics of human interaction.
- Determine and implement effective interventions and evidence-based treatment plans while demonstrating knowledge of Family Systems theories.
- Apply understanding to case conceptualization assessment and treatment in clinical practice.
- Enhance client functioning and well-being via multi-culturally sensitive referrals and collaborative treatment team consultations.
- Understand individual, systemic, community, political, and biologic aspects of diversity and demonstrate knowledge and respect for diversity.
- Assess, diagnose, and treat the symptoms and characteristics of behavioral addictions, substance use, and dependence.
- Be knowledgeable, understand, and apply evidence-based assessment procedures to client cases and demonstrate awareness of community mental health and diversity-related considerations.
- Apply current legal and ethical standards and guidelines while working with diverse populations and demonstrate their knowledge and application in scholarly work and supervised practicum as they pertain to marriage and family therapy and professional clinical counseling.
- Identify and integrate systemic depth psychological perspectives of human interaction and demonstrate competence in the field of marriage and family therapy and professional clinical counseling.

- Demonstrate an evolving capacity to self-assess and articulate one's own strengths.

CURRICULUM OVERVIEW

Counseling Psychology classes take place in three-day sessions occurring three times in each of the fall, winter, and spring quarters. There is a seven-day summer session each of the first two years.

FIRST YEAR

Fall

Counseling and Psychotherapeutic Theories and Techniques – CP 501, 2.5 Units
Introduction to the Theories of the Depth Tradition – CP 534, 2 Units
Counseling Skills: Process of Psychotherapy I – CP 515, 3 Units
Professional Skills Development I.A. – CP 565, .25 Unit

Winter

Human Growth and Development – CP 520, 2 Units
Geropsychology and Long Term Care – CP 526, 1 Unit
Ethics and the Law: Child Abuse Assessment and Treatment – CP 525, 1 Unit
Depth Psychology Theory and Practice I: Analytical Psychology – CP 541, 2 Units
Counseling Skills: Process of Psychotherapy II – CP 516, 3 Units
Professional Skills Development I.B. – CP 566, .25 Unit

Spring

Psychopathology – CP 502, 4.5 Units
Family Systems and Domestic Violence – CP 605, 1.5 Units
Depth Psychology Theory & Practice II: Imaginal/Archetypal Psychology – CP 542R, 1.5 Units
Counseling Skills: Process of Psychotherapy III – CP 517, 3 Units
Professional Skills Development I.C. – CP 567, .25 Unit

Summer

Multicultural Counseling Theories and Techniques – CP 530, 2.5 Units
Professional Orientation: Ethics and the Law – CP 523, 3.5 Units

Research in Psychology – CP 620, .75 Unit
Group Counseling Theories and Techniques I – CP 527, 1.5 Units
Professional Skills Development I.D. – CP 568, .25 Unit

SECOND YEAR

Fall

Clinical Practice I – CP 610, 3 Units
Child Psychotherapy – CP 532, 1.5 Units
Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I – CP 660A, 3 Units
Community Mental Health Counseling I – CP 607A, 3 Units
Seminar in Directed Research I.A. – CP 650A, .30 Unit
Professional Skills Development II.A. – CP 665, .20 Unit

Winter

Clinical Practice II – CP 611, 3 Units
Marriage, Family, and Relationship Counseling I – CP 601, 3 Units
Depth Psychology Theory & Practice III: Psychoanalytic Psychotherapy - CP 543R, 1 Unit
Psychological Assessment I – CP 630A, 2.5 Units
Seminar in Directed Research I.B. – CP 650B, .45 Unit
Professional Skills Development II.B. – CP 666, .25 Unit

Spring

Clinical Practice III – CP 612, 3 Units
Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions II – CP 660B, 1.5 Units
Marriage, Family, and Relationship Counseling II – CP 602, 3 Units
Community Mental Health Counseling II – CP 607B, 1.5 Units
Seminar in Directed Research I.C. – CP 650C, .30 Unit
Professional Skills Development II.C. – CP 667, .25 Unit
Comprehensive Oral Examination – CP 612E, 0 Unit

Summer

Seminar in Directed Research II.A. – CP 651A, .75 Unit

Advanced Theories and Techniques: Human Sexuality – CP 522, 1 Unit

Psychological Assessment II – CP 630B, 2 Units

Depth Psychology Theory & Practice IV: Attachment and Trauma – CP 544R, 1 Unit

Group Counseling Theories and Techniques II – CP 528, 2 Units

Clinical Practice IV – CP 613, 1 Unit

Professional Skills Development II.D. – CP 668, .25 Unit

THIRD YEAR

Fall

Cultural Psychology – CP 511, 2 Units

Career Development I – CP 608A, .75 Unit

Psychopharmacology I – CP 670A, 2 Units

Seminar in Directed Research II.B. – CP 651B, 1 Unit

Depth Psychology Theory & Practice V: Environmental Psychology – CP 545R, 1 Unit

Clinical Practice V – CP 614, 1 Unit

Winter

Psychopharmacology II – CP 670B, 2.5 Units

Career Development II – CP 608B, 3.75 Units

Depth Psychology Theory and Practice VI: Somatic Psychotherapy – CP 546, 1 Unit

Seminar in Directed Research II.C. – CP 651C, 1 Unit

Group Counseling Theories and Techniques III – CP 529, 1 Unit

Clinical Practice VI – CP 615, 1 Unit

Comprehensive Written Examination – CP 615E, 0 Unit

Some courses are conducted online or have online components. This curriculum may vary depending on evolving academic needs.

PROFESSIONAL CLINICAL COUNSELING AND MARRIAGE AND FAMILY THERAPY COURSES

Counseling and Psychotherapeutic Theories and Techniques

CP 501, 2.5 Units

This course introduces students to the theory and practice of psychotherapy, marriage and family therapy, and professional clinical counseling and how theories and techniques serve clinically therapeutic interventions with couples, families, adults, children, and groups. To provide a thorough cultural and historical perspective, this course includes: counseling processes as they exist in a multicultural society; an orientation to wellness and prevention; counseling theories to assist in selection of appropriate counseling interventions; models of counseling consistent with current professional research and practice; training in multidisciplinary responses to crises, emergencies, and disasters. The course traces the development of psychotherapy from precursors in ancient and indigenous culture to the contemporary Western world. Both the profession and vocation of being a psychotherapist are considered, and the fundamental assumptions of the main theories that define contemporary psychotherapy. This course examines: Person-Centered therapy, Gestalt, Cognitive Behavior, Feminist, Post-Modern and Depth Psychological approaches.

Professional Skills Development I.A., I.B., I.C., I.D.

CP 565, CP 566, CP 567, CP 568, .25 Unit Each

The online courses CP 565, CP 566, CP 567 and CP 568 are designed to assist students in developing knowledge of California state educational and licensure requirements for applicant eligibility as a Licensed Marriage and Family Therapist and/or Licensed Professional Clinical Counselor. Each course builds upon the previous one, and must be taken in sequential order as prerequisites to enter Professional Skills Development II.A., II.B., II.C., II.D., and CP 610. Throughout the series of Professional Skills Development courses students will learn to recognize the value of continuing education in advanced clinical training, while developing knowledge that will assist them to professionally prepare and manage their trainee experience at an approved practicum site. *Prerequisites: CP 565 for CP 566; CP 566 for CP 567; CP 567 for CP 568;* P*ass/No Pass.*

Human Growth and Development

CP 520, 2 Units

Human growth and development are addressed in order to understand diverse approaches to developmental stages and issues across the lifespan, with particular emphasis paid to developmental crises, psychopathology and the situational and environmental factors that affect both normal and abnormal behavior and development. The socio-cultural context of development and of

theories about development will be emphasized, as well as the impact of socioeconomic status and other contextual issues affecting social position. Biological, social, cognitive, and psychological aspects of aging and development will be addressed within the context of depth psychotherapy.

Geropsychology and Long Term Care
CP 526, 1 Unit
This online course examines psychological, social, biological, and cognitive aspects of the aging process including theories of aging, developmental tasks of older life, normative changes in memory versus disease processes, ageism, sexuality and intimacy in later life, life review, end of life and grief, diversity in aging, and myths and misconceptions about older people. Assessment, diagnostic formulation, and treatment planning guidelines are explored in working with the elderly and their significant others regarding housing, health care options, long term care needs, and end of life issues.

Ethics and the Law: Child Abuse Assessment and Treatment
CP 525, 1 Unit
This course provides a comprehensive overview of the ethics and laws regarding child abuse assessment, reporting, and intervention pertaining to clinical practice. This course integrates an understanding of various cultures and the social and psychological implications of socioeconomic status, as well as the principles of mental health recovery oriented care, and methods of service delivery in recovery-oriented practice environments.

Psychopathology
CP 502, 4.5 Units
The history and varieties of psychopathology in the Diagnostic and Statistical Manual of Mental Disorders are studied in this course. Mental illness, several mental disorders, and co-occurring disorders, are examined with an understanding of the social and psychological implications of socioeconomics, age, gender, and other cultural matters that affect social position and social stress. Systemic dysfunction in relationships and families are evaluated to develop awareness of psychopathology in a relational context. Suicidality in relation to mental illness and disorder, including risk and assessment, is explored. In the spirit of Freud's drives and conflicts, and Jung's "the gods are in the diseases," suffering and the soul are explored in the tradition of depth and developmental psychology.

Family Systems and Domestic Violence
CP 605, 1.5 Units
This course introduces family systems and psychodynamic concepts and theories, with an emphasis on spousal or partner abuse assessment, detection, prevention, and intervention strategies. Coursework includes development of safety plans, identification of community resources, awareness of cultural factors, and same gender abuse dynamics. Ethical considerations are explored and the activation of community and familial support are considered as they impact effective prevention and treatment.

Multicultural Counseling Theories and Techniques

CP 530, 2.5 Units

Recognizing and honoring cultural diversity is now accepted as an essential component to any effective psychotherapeutic process. Today's psychotherapist must have an understanding of cultural factors in working with an increasing culturally diverse population. However, creating a psychotherapeutic container that is considerate and relevant of cultural issues, as well as differences, can be quite a challenge. This course is designed as a dialog to give the student an introduction to how various cultural backgrounds influence psyche. The intention of the course is to engender an appreciation for the cultural diversity in the therapist as well as their patients. In addition, this course will present practical tools for dealing with cultural diversity in clinical practice through the use of role-plays, vignettes, and a written self-assessment.

Professional Orientation: Ethics and the Law

CP 523, 3.5 Units

This course provides an in-depth consideration of legal and ethical issues related to the development of an ethical conscience in order to recognize, examine, respond, and apply legal and ethical considerations to professional practice. The course includes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy and professional clinical counseling. Professional behavior and ethics are applied to the differences in legal and ethical standards for different types of work settings. The course focuses on the current legal patterns and trends in the mental health professions, including psychotherapist-patient privilege, confidentiality, patients dangerous to self or others, and the treatment of minors with and without parental consent. Child abuse assessment and reporting as well as suicide and homicide prevention and intervention are emphasized. This course concentrates attention on the recognition and exploration of the relationship between a practitioner's sense of self and human values, functions, and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. Case vignettes expand students' conceptualization of the ethical and legal concerns in a variety of potential situations, including but not limited to mandated reporting laws and professional standards of conduct.

Group Counseling Theories and Techniques I

CP 527, 1.5 Units

This course focuses on theories, principles, and methods of a variety of psychotherapeutic orientations related to group counseling. This includes principles of group dynamics, group process components, and therapeutic factors of group work. Special emphasis will be placed on individual and interpersonal dynamics of therapy groups fostering resilience and the improvement, restoration, and maintenance of healthy relationships. Class participation in an extensive

group experience is designed to further the understanding of group interaction and strengthen facilitator skills.

Advanced Theories and Techniques: Human Sexuality
CP 522, 1 Unit
This course focuses on the development of a therapeutic approach that appreciates the diversity of human sexual expression, advances the assessment and treatment of psychosexual dysfunction with emphasis on resiliency and recovery-oriented care, and examines the physiological, psychological, and socio-cultural variables associated with sexual behavior, sexual dysfunctions, sexual orientation, gender identity, and gender dysphoria.

Community Mental Health Counseling I
CP 607A, 3 Units
These courses will explore how the depth psychological traditions enhance community mental health service delivery. Each course builds upon the previous one, and must be taken in sequential order. They address the theories and skills required in contemporary community mental health settings, including recovery-oriented treatment for people with severe mental illness, disaster and trauma response, services for survivors of abuse, case management, client advocacy and empowerment, home-based and school-based services, bilingual client services, a collaborative approach to treatment, and knowledge of community resources. These courses provide a practical overview of public and private systems of care as well as opportunities to explore populations with severe mental illness. Special attention is also paid to the assessment and treatment of acute suicidality and suicidal ideation.

Community Mental Health Counseling II
CP 607B, 1.5 Units
This course will further explore how the depth psychological traditions enhance community mental health service in terms of wellness and prevention, as well as response to crisis and trauma, with a focus on whole communities. Maintaining a multicultural lens, the course will look at multidisciplinary responses to crises, emergencies, and disasters, as well as the effects of chronic problems that affect the psychological well-being of a community. We will explore models of counseling consistent with current professional research and practice, as well as helping the student formulate a personal model of counseling that is congruent with personal values and strengths. The course will provide opportunities to meet and hear from consumers and professionals who have first-hand experience with community mental health.

Professional Skills Development II.A, II.B, II.C, II.D.
CP 665, .20 Unit; CP 666, .25 Unit; CP 667, .25 Unit; CP 668, .25 Unit
The online Professional Skills Development II.A., II.B., II.C., and II.D. courses are designed to complement the Clinical Practice I, II, and III course lectures, experiential exercises, and assignments in which students continue to refine and apply the

course curriculum and their assessment, diagnostic, and treatment skills to the approved and supervised practicum site experience within their community. Each course builds upon the previous one, and must be taken in sequential order. The supervised practicum integrates a multi-theoretical approach to marriage and family therapy and professional clinical counseling through clinical application and provides students with an introduction to the scope and practice of Licensed Professional Clinical Counseling and Licensed Marriage and Family Therapy. *Prerequisites: CP 568 for CP 665; CP 568, CP 665 for CP 666; CP 568, CP 665, CP 666 for CP 667; CP 568, CP 665, CP 666, CP 667 for CP 668; Pass/No Pass*

Marriage, Family and Relationship Counseling I, II

CP 601, CP 602, 3 Units Each

Students complete coursework in theories, principles, and evidence-based/informed methods of assessment, diagnosis, and treatment of marriage, domestic partnership, and family while developing a working knowledge of systemic organization. Each course builds upon the previous one, and must be taken in sequential order. These courses examine how these theories and principles can be applied therapeutically with individuals, couples, same sex couples, families, children, adolescents, and groups to improve, restore, and maintain resiliency in relationships. Course content includes life span issues, genealogy, ethnicity, and cultural factors that affect individuals, pre-marital couples, couples, and families. Students will develop and cultivate theoretical, metaphorical, and experiential knowledge for application in the context of relationship theory. The psychological, psychotherapeutic, and health implications that arise within couples, families, adolescence, adulthood, marriage, divorce, blended families, intercultural families, and step parenting are also investigated. Students learn to integrate depth psychology as it applies to marriage and family therapy and professional clinical counseling.

Psychological Assessment I

CP 630A, 2.5 Units

This course is the first in a sequence covering the topic of psychological assessment as a means to conceptualize human behavior and individual differences in terms of skills, aptitudes, attitudes, values, personality, and intelligence. This part of the sequence focuses on the critical conceptual processes underlying sound assessment, including case conceptualization from a psychodynamic and depth psychological perspective, models of human psychological development, and other clinical, cultural, and developmental considerations of human development which are the subject of applied psychological testing. A major focus will be psychodynamic conceptualizations of personality, attachment, and trauma. The appropriate and ethical use of assessment with diverse and culturally different populations is emphasized.

Psychological Assessment II

CP 630B, 2 Units

This course is the second in a sequence covering the topic of psychological assessment as a means to conceptualize human behavior and individual differences in terms of skills, aptitudes, attitudes, values, personality, and intelligence. This part of the Psychological Assessment sequence focuses on applied clinical applications of test selection, test normalization and development, relevant psychometric and statistical theory such as reliability and validity, theories and models of human intelligence, and standardized administration with an eye towards the implications of these constructs to understanding principles of scale development and applications of assessment in clinical and research contexts. The appropriate and ethical use of assessment with diverse and culturally different populations is emphasized. As means of operationalizing these core concepts, the course will include a review of the development, administration, ethical application, and interpretation of a range of commonly used psychological assessment instruments such as the MMPI-2, MCMI IV, Rorschach, and Wechsler IQ batteries among others.

Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I

CP 660A, 3 Units

Theories, skills, and techniques of bio-psycho-social therapy for substance use disorders are studied in these courses. Each course builds upon the previous one, and must be taken in sequential order. Students learn models for assessment, diagnosis, and treatment of substance use disorders, behavioral addiction, and co-occurring disorders. Coursework includes the study of at-risk populations, community resources, the role of support persons and support systems, follow-up programs for the affected person and family, methods for prevention and relapse prevention, and the legal and medical issues related to substance use disorders and behavioral addictions. Students learn how to work with both sides of the therapeutic relationship, and through motivational interviewing techniques, to support conditions which support change in the substance user. The relationship of alcohol and drugs to the functions of the psyche allows for the study of substance use and abuse in psychological depth.

Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions II

CP 660B, 1.5 Units

Theories, skills, and techniques of bio-psycho-social therapy for substance use disorders are studied in these courses. Each course builds upon the previous one, and must be taken in sequential order. Students learn models for assessment, diagnosis, and treatment of substance use disorders, behavioral addiction, and co-occurring disorders. Coursework includes the study of at-risk populations, community resources, the role of support persons and support systems, follow-up programs for the affected person and family,

methods for prevention and relapse prevention, and the legal and medical issues related to substance use disorders and behavioral addictions. Students learn how to work with both sides of the therapeutic relationship, and through motivational interviewing techniques, to support conditions which support change in the substance user. The relationship of alcohol and drugs to the functions of the psyche allows for the study of substance use and abuse in psychological depth.

Child Psychotherapy

CP 532, 1.5 Units

This course covers the history and treatment of childhood disorders including learning, behavioral, and emotional problems. Emphasis is placed on imaginative processes and expressive techniques useful in psychotherapy with children, such as drawings, sand tray, board games, puppets, and clay as well as analytical and phenomenological evaluations of the expressed content. Affective neuroscience with its recent attention to emotion, attachment, and child development, along with traditional play therapy and gestalt approaches to working with children, are integrated throughout the course. Students continue to increase their understanding of contextual issues such as the impact of culture, socioeconomics, and family systems in the treatment of children.

Group Counseling Theories and Techniques II

CP 528, 2 Units

This course focuses on theories, principles, and methods of psychotherapeutic modalities related to group counseling. Special emphasis will be placed on theories of developmental stages related to group work, group leadership styles and approaches, pertinent research and literature, and evaluation of effectiveness. In class participation in an extensive group experience is designed to further the understanding of group interaction and strengthen facilitator skills.

Cultural Psychology

CP 511, 2 Units

Psychological experience, development, and pathology occur in a cultural context. This class examines cultural phenomena such as race, gender, age, sexual orientation, group affiliation, environment, socioeconomics, politics, violence, media, and education to illuminate how they affect the individual and the community. The intermingling of cultural and depth psychologies brings culture into the consulting room of counseling psychology and psyche to the world whereby individual souls are found to be interrelated and interdependent. Special emphasis is given to liberation psychology and strategies for recovery from dependence, building individual and community resilience to crisis, multidisciplinary approaches to research and intervention that limit social barriers to mental health services and other resources, advocacy for diverse populations, fostering social justice, and develop greater awareness of mental health consequences which result from bias and oppression.

Career Development I

CP 608A, .75 Unit

This course examines career development theories and techniques, such as decision making models and interrelationships among, and between, work, family, and other life roles, including the role of multicultural issues. Students evaluate assessment tools for determining skills, values, interests, personality traits, psychological types, and archetypal categories. Emphasis is given to the importance of the relationship between work and vocation through the study of the organizational psyche and individual calling, destiny, and self-understanding.

Career Development II

CP 608B, 3.75 Units

This course builds on the career development framework presented in CP 608A and examines career development theories, techniques, decision-making models, and the interrelationships among and between work, family, and other life roles, including the role of gender and multicultural issues. Client centered advocacy, including researching, identifying, and accessing assessments and resources related to obtaining or providing services and support for clients will also be explored. Students engage in a variety of assessment activities designed to clarify interests, values, skills, personality traits, psychological types, and archetypal categories as they relate to engagement with the world of work. Emphasis is given to providing context in which to apply theories through personal reflection, clinical case studies, and varied media.

Psychopharmacology I, II

CP 670A, 2 Units; CP 670B, 2.5 Units

These courses cover the general principles of psychopharmacology, as well as an overview of the pertinent neurochemistry, and the appropriate use of psychoactive drugs. Each course builds upon the previous one, and must be taken in sequential order. They include the use of psychopharmacological agents in psychotherapy and their consequences as well as the relationship with prescribing professionals in medication management. All of the course material will be explored within the socio-political context of the client and/or their system.

Group Counseling Theories and Techniques III

CP 529, 1 Unit

This course focuses on theories, principles, and methods of psychotherapeutic modalities related to group counseling. Special emphasis will be placed on developing group leadership styles and approaches, and evaluation of effectiveness. In class participation in an extensive group experience is designed to further the student's understanding of group interaction and strengthen facilitator skills.

THEORY AND PRAXIS COURSES

Counseling Skills: Process of Psychotherapy I, II, III

CP 515, CP 516, CP 517, 3 Units Each

The Counseling Skills courses occur in sequence and are designed to assist students in developing the personal and professional qualities and skills that are related to becoming effective mental health practitioners. Each course also introduces students to theoretical concepts, including those from the depth tradition, and clinical application related to special treatment issues and populations. Each course builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. Students must pass an assessment of clinical readiness at the end of the final course in this sequence in order to progress to the clinical practicum. *Prerequisites: CP 515 for CP 516; No Incompletes; CP 515, CP 516 for CP 517; No Incompletes*

Research in Psychology

CP 620, .75 Unit

This course introduces students to the distinctive theory and practice of research in marriage and family therapy, professional clinical counseling, and depth psychology including designing and conducting qualitative research, quantitative research designs, and mixed methods at the conceptual level. The organic relationship between methodological approach, research questions, and research findings will be studied and students will be introduced to a conceptual overview of statistical analysis. An emphasis will be placed on the identification of research problems related to personal healing, collective healing, and human services with a depth psychological perspective. During this course students begin to organize their research for the Master's Thesis. This course culminates in the submission of a library database and thesis interests/research question paper, as well as a community-based assignment designed to help students understand Needs Assessment in real world contexts.

Clinical Practice I

CP 610, 3 Units

The course material and discussion in Clinical Practice I introduce and elaborate upon the therapeutic work of Marriage and Family Therapists, Licensed Professional Clinical Counselors, and depth-oriented counselors. Focus is placed on the temenos of the therapeutic container and the development of a therapeutic alliance through the utilization of specific techniques that include genuineness, positive regard, empathic attunement, active listening skills, and reflection. Students learn to apply their understanding and skills in both in-person and remote treatment settings. Students are supported to learn assessment and interventions for crisis intervention. Coursework helps students develop skills to successfully complete intake assessments, and frame theory-based case formulation and treatment planning. Students are taught note-taking procedures, case reporting, case management, crisis intervention, and strategies for working with, and advocating for, diverse

populations in community health settings. Application of the diagnostic process, including differential diagnosis, the use of the Diagnostic and Statistical Manual, and family systems diagnostic procedures are covered through case discussion and case presentation. Students learn to integrate the art of depth psychotherapy by maintaining an awareness of the unconscious and its continuous healing and disruptive presence. *Prerequisites: CP 517, CP 568; No Incompletes*

Clinical Practice II

CP 611, 3 Units

The Clinical Practice II course continues the therapeutic work of Marriage and Family Therapists, Licensed Professional Clinical Counselors, and depth-oriented psychotherapists. Focus is placed on case formulation that utilizes an assessment approach to co-creating a treatment plan with the client. Students will gather information through a bio-psychosocial assessment to define or describe the clinical problem as it is evidenced in the particular client. Students will associate the client's symptom pattern with diagnostic criteria in the DSM-5-TR (APA, 2022). Based on the defined clinical problem students will create treatment goals and interventions, as well as the selection of appropriate clinical strategies, and methods for evaluating the client's treatment progress. Theory-based case formulation is introduced in a collaborative format, as well as training on multicultural competencies and diversity, and the system of care principles within the evidenced-based Recovery and Resiliency Models for mental health. The course addresses a clinical approach to the treatment of trauma to better understand how trauma is imprinted on the body, brain, and spirit. Simultaneously, professional skill development focus is on the clinical capacity to understand, appreciate, and facilitate a traumatized client's resiliency and ability to heal. *Prerequisites: CP 517, CP 568, CP 610; No Incompletes*

Clinical Practice III

CP 612, 3 Units

The Clinical Practice III course continues the sequential focus on the practice of psychotherapy emphasizing the practical integration of depth psychology with the recovery model and other evidence-based treatment models that are utilized in community mental health settings. Particular attention is given in assisting students to refine assessment and diagnostic skills to master the elements that go into building treatment plans and intervention strategies that are commensurate with the practice of marriage and family therapy and professional clinical counseling standards. Students will present clinical cases from their respective practicum sites utilizing a variety of theoretical orientations and receive specific feedback to improve skills in assessment and diagnosis, clinical interventions, and tracking progress of treatment. Attention is given to the psychodynamic process; group therapy principles and interventions; the internal supervision model; ethical, legal, and professional issues in practice; therapeutic efficacy; the process of termination; and the vocations of marriage and family therapy, professional clinical counseling, and depth psychotherapy.

Prerequisites: CP 517, CP 568, CP 610, CP 611; No Incompletes

Clinical Practice IV

CP 613, 1 Unit

In Clinical Practice IV, students continue to refine assessment, diagnostic, and treatment skills. Each course in the Clinical Practice Sequence builds upon the previous one with successful completion of the earlier courses required for entrance into the subsequent courses. The importance of administrative and clinical management of client files, case notes, and other documentation is emphasized, as well as mastering a working knowledge of law, ethics, and HIPPA that regulates client confidentiality and privilege. Students will also learn self-care practices for therapists. *Prerequisites: CP 517, CP 568, CP 610, CP 611, CP 612*

Clinical Practice V

CP 614, 1 Unit

In Clinical Practice V, students develop and expand a working knowledge of community mental health, client advocacy, crisis intervention and diverse populations. To assist the student in career preparation for community mental health work and/or the management of professional practice, the distinction and understanding between clinical supervision and clinical consultation will be further refined. *Prerequisites: CP 517, CP 568, CP 610, CP 611, CP 612, CP 613*

Clinical Practice VI

CP 615, 1 Unit

Clinical Practice VI explores the core professional values of the counseling profession. Students will consider both law and ethics that govern the practice of marriage and family therapy, and professional counseling. Professional expectations include the principles and standards for ethical practice described in the AAMFT Code of Ethics, the ACA Code of Ethics, and the CAMFT Code of Ethics. Ethical standards are rules of practice upon which the Marriage and Family Therapist and Licensed Professional Clinical Counselor are obliged and judged. These ethical codes are designed to establish expectations of conduct and assist members in constructing a course of action that best serve those utilizing mental health services. Students will complete the Clinical Practice I-VI series of courses by passing the Comprehensive Written Exam, Program Capstone I.B. in CP 615E. *Prerequisites: CP 517, CP 568, CP 610, CP 611, CP 612, CP 613, CP 614*

Comprehensive Oral Examination

CP 612E, 0 Unit

This course is designed to provide a structure for the Capstone IA Comprehensive Oral Examination. Preparation for this exam is provided within the Clinical Practice course series of CP 610-CP 612. If the student is not able to take or pass the exam during the course, a grade of "NP" will be given until a tutorial is completed and the exam is retaken successfully, at which point a "P" will be issued.

Prerequisites: CP 610, CP 611; Pass/No Pass; No Incompletes

Comprehensive Written Examination
CP 615E, 0 Unit

Capstone IB: Comprehensive Written Clinical Examination: The Comprehensive Written Clinical Examination is one of three capstone projects that must be fulfilled in completion of program requirements. This exam is based largely on the Law and Ethics Exam and the Clinical Exam required for licensure as an LMFT or LPCC in California. As such, it is intended to help prepare students for their future work toward licensure. The exam is also intended to test a student's understanding and application of legal/ethical and clinical principles learned in the MA Counseling Program. Students must pass the Comprehensive Written Clinical Examination to be eligible for graduation. *Prerequisites: CP 610, CP 611, CP 612, CP 612E, CP 613, CP 614; Pass/No Pass; No Incompletes*

Seminar in Directed Research I.A.
CP 650A, .30 Unit

Students enroll in this course in the fall quarter of the second year. Students explore specific research designs and qualitative approaches that involve library literacy and an imaginative approach to a research problem and research question grounded in marriage and family therapy and professional clinical counseling. Students engage in research related to the recovery model and incorporate a depth perspective in the integration of the material. This course is the second in the seven course research sequence of courses.

Seminar in Directed Research I.B.
CP 650B, .45 Unit

Students enroll in this course in the winter quarter of the second year. The transferential aspects of depth psychological research and the importance of research in advancing the professions of marriage and family therapy, professional clinical counseling, and depth psychology are presented and explored. Reflection regarding the research question and healing is pursued. Students will explore specific research designs and qualitative methodological approaches that involve library literacy, an imaginative approach to a research question, and clinical applicability. This course is the third in seven course research sequence of courses.

Seminar in Directed Research I.C.
CP 650C, .30 Unit

Students enroll in this course in the spring quarter of the second year. Students will identify designs used in published research, and hone critical thinking skills in depth psychological research and methodology grounded in the fields of marriage and family therapy and professional clinical counseling. This course focuses on the vocational aspects of depth psychological research and its impact on the clinical practice of marriage and family therapy and professional clinical counseling, inclusive of social justice implications. Each student is assigned a Portfolio Thesis Advisor to assist the student with the conceptualization of the thesis, feedback about

written components of the thesis, and the thesis process. This course is the fourth in the seven course research sequence of courses.

Seminar in Directed Research II.A.

CP 651A, .75 Unit

The transferential aspects of depth psychological research and the importance of research in advancing the professions of marriage and family therapy, professional clinical counseling, and depth psychology are presented and explored. Methods of analysis needed for formative and summative program evaluation will be assessed inclusive of the depth perspective. The research and writing of the thesis is supervised by a Portfolio Thesis Advisor who guides the students through critiques of drafts of sections of the thesis assigned. Elements written by the student are archived in the student's Research Portfolio. This course is the fifth in the seven course research sequence of courses.

Seminar in Directed Research II.B.

CP 651B, 1 Unit

Students deepen their understanding of the vocational and transformational aspects of depth psychological research as a container for soul work and to foster individual, community, and cultural well-being grounded in marriage and family therapy and professional clinical counseling. All components of the thesis capstone project are assessed and refined. Research and writing is supported by the instructor and supervised by a Thesis Advisor. This course culminates in a completion of a full draft of the thesis project and is the sixth in the seven course research sequence of courses.

Seminar in Directed Research II.C.

CP 651C, 1 Unit

Supervision of research and writing of thesis. Successful completion of the course requires completion and submission of the thesis which is approved by the student's Thesis Advisor and Research Associate. The thesis is grounded in the fields of marriage and family therapy and professional clinical counseling and is published in ProQuest. This course is the seventh in the seven course research sequence of courses. *Pass/No Pass*.

HUMANITIES AND DEPTH TRADITIONS COURSES

Introduction to the Theories of the Depth Tradition

CP 534, 2 Units

This course is a scholarly introduction to the theories and traditions of depth psychology with an emphasis on the role that depth psychology attributes to the unconscious. Exploration of the cultural-historical and multicultural contexts of depth psychology in relation to myth, religion, and philosophy are highlighted. Particular attention is given to the origins of depth psychology in the analytic and psychoanalytic literature, subsequent scholarly and clinical developments in depth psychological traditions, as well as contemporary elaborations in depth psychology.

Depth Psychology Theory and Practice I: Analytical Psychology

CP 541, 2 Units

This course introduces the foundational concepts and theories of analytical psychology including the ego, persona, shadow, anima and animus, typology complexes, transference, and countertransference. The personal and archetypal dimensions of the unconscious, the individuation process, the nature and function of psychopathology, and the role of dreams and active imagination are explored. The emphasis is on the application of these concepts to psychotherapeutic practice. Populations and specific treatment issues amenable to analytic approaches are examined. The contributions of C.G. Jung, as well as post-Jungian theorists, to the field of analytical psychology are appraised.

Depth Psychology Theory & Practice II: Imaginal/Archetypal Psychology

CP 542R, 1.5 Units

Imaginal/Archetypal psychology is examined for the ways in which it revisions depth psychological approaches to therapy and culture. James Hillman's legacy of a polytheistic imagination and emphasis on soul-making is explored. Consideration is given to the development of a poetic basis of mind, a metaphorical sensibility in confronting the complexity of psychological life and "seeing through the literal". Attention is placed on moving from theory to practice regarding the use of archetypal images and psychological reflection to deepen clinical work, and as a way of being in the world that honor diverse perspectives.

Depth Psychology Theory & Practice III: Psychoanalytic Psychotherapy

CP 543R, 1 Unit

This course focuses on the fundamental principles underlying psychoanalytic psychotherapy and a review of the foundational assumptions of psychoanalytic thought. The course will examine the historical and thematic developments governing the evolution of psychoanalytic models over time, including the classical Freudian model, the development of object relations, ego and self psychology theory, and contemporary intersubjective perspectives.

Depth Psychology Theory & Practice IV: Attachment and Trauma

CP 544R, 1 Unit

This course addresses the important influences of early and later attachment relationships on human cognitive, affective, relational, and neurobiological development, and the complex relationship between attachment, affective regulation, and trauma. The curriculum will explore current research suggesting shifts in attachment theory to a regulation model. Course content will include review of neurobiological systems underlying attachment and developmental change, and how these systems should inform applied models of psychotherapeutic intervention. Various contemporary perspectives on trauma will be explored, including integration between neurobiological perspectives on attachment with psychodynamic and depth psychological perspectives.

Depth Psychology Theory & Practice V:
Environmental Psychology
CP 545R, 1 Unit

Environment is intrinsic to the development and maintenance of a sense of self and individual identity. This course will explore the nature and nuances of interrelationships between people and their living environments, including both the natural world and human-built surroundings, and the larger social, cultural, and political contexts in which humans live, with the goal of exploring the individual's relationship to place and space. Through review of related literature, experiential activities and writings, and a willingness to listen to and through place, this course will provide a frame for including this form of work in our clinical awareness.

Depth Psychology Theory and Practice VI:
Somatic Psychotherapy
CP 546, 1 Unit

Students will be introduced in this course to theories and therapeutic and depth psychological modalities that emphasize awareness of sensory, affective, cognitive, and imaginal impressions as manifestations of psyche in the sensed-felt-known field of the body. These impressions and images are manifestations of the prima material and ground somatic psychotherapy in depth psychology within the professions of marriage and family therapy and professional clinical counseling. The functional unity between mind and body as evidenced in recently published research in neuroscience will also be reviewed.

DEGREE REQUIREMENTS FOR GRADUATION

1. Each student must complete a total of 93 quarter units in order to fulfill the unit requirement for graduation.
2. A minimum grade of “C” is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must meet attendance requirements as articulated in the Student Handbook.
4. Students must complete a Master’s Thesis accepted by the faculty and published on ProQuest.
5. Students must complete a minimum of 300 hours supervised practicum, including a minimum of 280 direct service hours.
6. Students must participate in 50 hours of personal psychotherapy, inclusive of a minimum of 5 hours each quarter during the 10 quarters of the program.
7. Students must pass the Comprehensive Oral Examination in the Spring Quarter of the second year, and the Comprehensive Written Clinical Examination in the Winter Quarter of the third year.

FIRST YEAR ASSESSMENT

During the spring quarter of a student’s first year, the faculty will assess each student’s progress in process skills and readiness to begin a clinical practicum. The result of this assessment may include:

1. Endorsement of the student’s progress as satisfactory.
2. Endorsement with reservations and recommendations.
3. Recommendation that the student discontinues the program.

PRACTICUM REQUIREMENT

During the second year of study, students are required to be actively engaged in a supervised practicum site, approved by the program. Students may complete the supervised practicum as a trainee at a community counseling center, social service agency, hospital, or other approved facility. The program’s Clinical Practicum Department provides practicum guidelines and consultation for students as they select supervised practicum sites in their home settings. The choice of a culturally diverse site is encouraged.

COMPREHENSIVE EXAMINATIONS AND MASTER'S THESIS

Two comprehensive examinations and a Master's Thesis are to be completed in partial fulfillment of degree requirements. Students work closely with the instructors of Clinical Practice and Directed Research courses during the second and third years of the program in preparation for the oral and written comprehensive examinations and Master's Thesis processes. For a full description of all requirements, consult the current edition of the Pacifica Student Handbook.

The curriculum content areas required by the Board of Behavioral Sciences in the State of California are covered by the following Counseling Psychology Program courses. Each student is responsible for determining and remaining informed of licensure requirements in his or her own state.

Preparation for California Marriage and Family Therapy Licensure

The Masters in Counseling Psychology program meets the requirements of the California Board of Behavioral Sciences, Senate Bill 33, Section 4980.36 of the Business and Professional Code.

Applied Psychotherapeutic Techniques of Marriage and Family Therapy

CP 610, 611, 612, 613, 614, 615 Clinical Practice I, II, III, IV, V, VI

Cross Cultural Mores and Values

CP 530 Multicultural Counseling Theories and Techniques

CP 511 Cultural Psychology

Human Communication

CP 515, 516, 517 Counseling Skills: Process of Psychotherapy I, II, III

Human Growth and Development

CP 520 Human Growth and Development

Human Sexuality

CP 522 Advanced Theories and Techniques: Human Sexuality

Aging and Long Term Care

CP 526 Geropsychology and Long Term Care

Family Violence

CP 605 Family Systems and Domestic Violence

Psychological Testing

CP 630A, B Psychological Assessment I, II

Psychopathology

CP 502 Psychopathology

Research Methodology

CP 620 Research in Psychology

CP 650 A, B, C Seminar in Directed Research I: A, B, C

CP 651 A, B, C Seminar in Directed Research II: A, B, C

Theories of Marriage, Family and Child Counseling

CP 601, 602 Marriage, Family, and Relationship Counseling I, II

CP 527, 528, 529 Group Counseling Theories and Techniques I, II, III

CP 501 Counseling and Psychotherapeutic Theories and Techniques

CP 532 Child Psychotherapy

Alcohol and Drug Abuse

CP 660A, B Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I, II

Psychopharmacology

CP 670A, B Psychopharmacology I, II

Professional Ethics and Law

CP 523 Professional Orientation: Ethics and the Law

Child Abuse Assessment and Reporting

CP 525 Ethics and the Law: Child Abuse Assessment and Treatment

Community Mental Health

CP 607A, B Community Mental Health Counseling I, II

Preparation for California Professional Clinical Counselor Licensure

The Masters in Counseling Psychology Program meets the requirements of the California Board of Behavioral Sciences, Senate Bill 788, Section 4999.33 of the Business and Professional Code.

Core Courses

CP 501 Counseling and Psychotherapeutic Theories and Techniques

CP 534 Introduction to the Theories of the Depth Tradition

CP 520 Human Growth and Development

CP 532 Child Psychotherapy

CP 526 Geropsychology and Long Term Care

CP 608A, B Career Development I, II

CP 527, 528, 529 Group Counseling Theories and Techniques I, II, III

CP 630A, B Psychological Assessment I, II

CP 530 Multicultural Counseling Theories and Techniques

CP 511 Cultural Psychology

CP 502 Psychopathology

CP 620 Research in Psychology

CP 650A, B, C Seminar in Directed Research I: A, B, C

CP 651A, B, C Seminar in Directed Research II: A, B, C

CP 523 Professional Orientation, Ethics, and Law in Counseling

CP 525 Ethics and the Law: Child Abuse, Assessment, and Reporting

CP 670A, B Psychopharmacology I, II

CP 660A, B Counseling in Substance Use Disorders, Co-occurring Disorders and Behavioral Addictions I, II

CP 607A, B Community Mental Health Counseling I, II

CP 522 Advanced Theories and Techniques: Human Sexuality

CP 605 Family Systems and Domestic Violence

CP 565, 566, 567, 568 Professional Skills Development I: A, B, C, D

CP 665, 666, 667, 668 Professional Skills Development II: A, B, C, D

Advanced Coursework

CP 515, 516, 517 Counseling Skills: Process of Psychotherapy I, II, III

CP 601, 602 Marriage, Family, and Relationship Counseling I, II

Depth Psychology Theory and Practice

CP 541 Depth Psychology Theory and Practice I: Analytical Psychology

CP 546 Depth Psychology Theory and Practice VI: Somatic Psychotherapy

Supervised Practicum

CP 610, 611, 612, 613, 614, 615 Clinical Practice I, II, III, IV, V, VI

Psy.D. in Counseling Psychology

WITH EMPHASIS IN DEPTH PSYCHOLOGY

Pacifica's Psy.D. Program in Counseling Psychology offers a uniquely immersive, experiential and relationally designed doctoral degree in Counseling Psychology designed to prepare graduates for licensure as licensed psychologists. This exciting new program is deeply informed and organized around principles of psychodynamic psychology, and emphasizes psychotherapy practice informed by an appreciation for the importance of the unconscious life in the individual and in communities, as well as an emphasis on the deeply relational quality of human psychology, both as a philosophy of psychotherapeutic intervention and as an organizing principle for the academic program itself. Following a practitioner-scholar model (also called the "Vail model"), this program represents Pacifica's commitment to grounding the principles of depth psychology in clinical practice within community settings. Its graduates will be prepared to function as licensed psychologists in a variety of applied settings, including private practice, community mental health, substance abuse and dual diagnosis settings, hospital and inpatient settings, the nonprofit and private sectors, and many other professional contexts.

Pacifica trains students toward an integration of broad and general knowledge in applied counseling psychology with research on the unconscious and relational factors that motivate individual and collective behavior. Depth psychology invites a curiosity about the psyche and respect for the diversity and resiliency of the human experience. Transdisciplinary courses exploring literature, mythology, religion, and culture deepen students' abilities to link collective systems and archetypal themes to sociopolitical issues in the lives of individuals, families, and communities. Although broadly psychodynamic in its orientation, the Psy.D. Program offers particular emphasis in psychotherapeutic training informed by both psychoanalytic and analytic (Jungian) perspectives.

This program develops psychologists who are skilled in a broad range of clinical work, including psychotherapy, assessment, supervision, and consultation, as well as integrative approaches to health, which are informed by depth psychological perspectives through a psychodynamic lens. As a

Psy.D. Program, this degree offering is dedicated to educating future psychologists who prefer to focus on applied practice rather than research, although appreciation for and fluency with the language and methodology of research also informs the program, culminating in a doctoral dissertation which represents a unique individual contribution to the established research literature. The emphasis on applied practice is grounded in the program's clinical training requirements, including progressively advanced supervised experiences in applied settings gained in practicum and pre-doctoral internship.

The Psy.D. in Counseling Psychology Program's intensive learning and its class cohort configuration lend themselves to an experience of scholarly and personal development. Throughout the program, students are engaged in experiential learning and collaborative processes during quarterly sessions. Collaborative learning reflects Pacifica's team approach to the assessment and treatment of individuals, couples, families, and groups.

The Psy.D. Program is rooted in the culture and academic methodology of Pacifica's long-standing and thriving M.A. Counseling Psychology Program. As an academic degree, it bridges the rich history of teaching depth psychology with the contemporary world of applied counseling psychology. This practical integration emphasizes depth psychological perspectives within current areas of psychological studies such as: relational and intersubjective approaches to psychotherapy; attachment and trauma; evidence-based practices; integrative assessment; interpersonal neurobiology and biopsychosocial approaches to integrative health care; community-based practice approaches; and mental health public policy.

The Psy.D. in Counseling Psychology is designed to develop graduates who are able to:

- Develop literacy in the literature and tradition of classical and emerging depth psychology scholarship that is also guided by psychodynamic theory and the humanities.
- Critically explore Jungian scholarship and practice including classical analytical traditions as well as contemporary archetypal and imaginal approaches to psychology and psychotherapy.
- Apply principles of classical and contemporary psychoanalytic theory to the relational process of psychotherapy, including contributions of object relations, self psychology, and intersubjectivity theory.

- Be proficient in theoretical orientations that offer perspective and provide meaning to systemic patterns and human behavior.
- Identify underlying psychological and systemic dynamics of human interaction.
- Apply understanding to case conceptualization assessment and treatment in clinical practice.
- Enhance client functioning and well-being via multiculturally sensitive referrals and collaborative treatment team consultations.
- Assess, diagnose, and treat the symptoms and characteristics of behavioral addictions, substance use, and dependence.
- Apply evidence based assessment procedures to client cases and demonstrate awareness of community mental health and diversity-related considerations.
- Apply current legal and ethical standards and guidelines while working with diverse populations and demonstrate their knowledge and application in scholarly work and supervised practicum as they pertain to marriage and family therapy and professional clinical counseling.
- Identify and integrate systemic depth psychological perspectives of human interaction and demonstrate competence in the field of professional clinical counseling.
- Demonstrate an evolving capacity to self-assess and articulate one's own strengths and organizing principles.
- Understand individual, systemic, community, political, and biologic aspects of diversity and demonstrate knowledge and respect for diversity.
- Participate in advanced practicum seminars conducted as case colloquia that engage psychoanalytic, Jungian/archetypal/imaginal, and other evidence based approaches to clinical practice.

CURRICULUM OVERVIEW

Counseling Psychology Psy.D. classes take place in three-day sessions occurring three times in each of the fall, winter, and spring quarters, with a seven-day summer session, over a period of three years. Pre-doctoral internship is expected to take place during the fourth year of training in the program, following the completion of coursework, qualifying and comprehensive exam, and significant progress toward dissertation.

FIRST YEAR

Fall

Professional and Ethical Development Seminar I – PSY 755, 1 Unit

Introduction to Depth Psychology – PSY 819, 2 Units

Clinical Interview – PSY 940, 1 Unit

Jungian Based Psychotherapy I – PSY 810, 2 Units

History and Systems – PSY 700, 2 Units

Winter

Professional and Ethical Development Seminar II – PSY 756, 1 Unit

Psychotherapy with Diverse Populations – PSY 845, 2 Units

Gender and Human Sexuality – PSY 901, 1 Unit

Advanced Psychopathology I – PSY 730, 2 Units

Jungian Based Psychotherapy II – PSY 811, 2 Units

Spring

Professional and Ethical Development Seminar III – PSY 757, 1 Unit

Alcohol, Chemical Dependency, and Addictive Behaviors – PSY 900, 2 Units

Community Mental Health, Public Policy and Depth Psychology – PSY 825, 2 Units

Developmental Psychology I: Childhood Through Adolescence – PSY 830, 2 Units

Summer

Research Design and Methodology I – PSY 950, 3 Units

Legal, Ethical, and Professional Practice – PSY 832, 2 Units

Social Foundations of Human Behavior I – PSY 800, 2 Units

First Year Annual Assessment for Program Advancement – PSY 758, 0 Unit

SECOND YEAR

Fall

Objective Personality Assessment – PSY 931, 3 Units

Assessment Practicum Seminar I – PSY 759, 1 Unit

Psychoanalytic Based Psychotherapy I – PSY 711, 2 Units
Research Design and Methodology II – PSY 951, 2 Units

Winter

Research Design and Methodology III – PSY 952, 3 Units
Assessment Practicum Seminar II – PSY 760, 1 Unit
Advanced Psychopathology II – PSY 731, 2 Units
Psychoanalytic Based Psychotherapy II – PSY 712, 2 Units

Spring

Cognitive and Intellectual Assessment – PSY 930, 3 Units
Assessment Practicum Seminar III – PSY 761, 1 Unit
Projective Personality Assessment – PSY 932, 2 Units
Dissertation Development – PSY 955, 2 Units

Summer

Cognitive Foundations of Human Behavior – PSY 837, 2 Units
Developmental Psychology II: Adulthood through Old Age – PSY 831, 2 Units
Theories of Psychometric Measurement – PSY 933, 3 Units
Second Year Annual Assessment for Program Advancement – PSY 762, 0 Unit

THIRD YEAR

Fall

Advanced Research Methods in Counseling Psychology I – PSY 956, 3 Units
Psychotherapy Practicum Seminar I – PSY 763, 1 Unit
Psychoanalytic Based Psychotherapy III – PSY 713, 2 Units
Evidence Based Best Practices – PSY 913, 2 Units
Dissertation Completion I – PSY 958A, 2 Units

Winter

Violence and Trauma – PSY 834, 3 Units

Psychotherapy Practicum Seminar II – PSY 764, 1 Unit
Psychoanalytic Based Psychotherapy IV – PSY 714, 2 Units
Principles of Clinical Supervision, Consultation, and Community Assessment – PSY 752, 2 Units
Dissertation Completion II – PSY 958B, 2 Units

Spring
Social Foundations of Human Behavior II – PSY 801, 3 Units
Psychotherapy Practicum Seminar III – PSY 765, 1 Unit
Advanced Research Methods in Counseling Psychology II – PSY 957, 2 Units
Post-Jungian Based Psychotherapy – PSY 815, 2 Units
Dissertation Completion III – PSY 958C, 2 Units
Comprehensive Portfolio – PSY 989, 0 Unit

Summer
Principles of Psychopharmacology – PSY 873, 2 Units
Biological Foundations of Human Behavior – PSY 735, 3 Units
Affective Foundations of Human Behavior – PSY 838, 2 Units
Dissertation Completion IV – PSY 958D, 2 Units

FOURTH YEAR
Pre-Doctoral Internship
Dissertation Completion V – PSY 959A, 3 Units
Dissertation Completion VI – PSY 959B, 3 Units

The required fourth year focuses on internship training and dissertation writing. The program meets the licensure requirements for the state of California. Selected courses have web-enhanced learning components. The curriculum is not intended to meet all the requirements of each state for licensure in clinical psychology. Students are encouraged to regularly check the requirement in the state(s) where they may be practicing. This degree program is approved by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). This degree program is not

accredited by the American Psychological Association. The curriculum may vary depending upon changing academic needs.

History and Systems
PSY 700, 2 Units
Students will explore the evolution of psychological concepts in Western history from antiquity to the present era. The course will examine and critique how the historic development of the psychodynamic, behavioral, contextual, systems, humanistic, existential, and other selected theoretical models has led to current practices in clinical psychology. The importance of a multicultural and critical perspectives will be emphasized. The systems developed throughout history to define and treat mental illness will be reviewed and evaluated. The course will examine the history of organized and professional psychology in the context of current trends in counseling psychology as a scientific discipline and an applied profession.

Psychoanalytic Based Psychotherapy I
PSY 711, 2 Units
This course focuses on the fundamental assumptions underlying psychoanalytic treatment and a review of the foundational assumptions of psychoanalytic thought. The course will examine the historical and thematic developments governing the evolution of psychoanalytic models over time, including the classical Freudian model, Kleinian perspectives and the development of object relations, and ego and self psychology theory. The course provides the basis for exploration of current trends in psychoanalytic assessment and treatment.

Psychoanalytic Based Psychotherapy II
PSY 712, 2 Units
This course continues examining psychoanalytic theory and practice, including a scholarly and clinical focus on attachment, defenses, and psychoanalytic personality theory. This review will continue a discussion on the relationships among attachment experiences, defensive style, level of personality organization, and personality style. In addition to advanced conceptualization and diagnostic skills, students will examine and apply treatment considerations based on psychoanalytic case conceptualization. *Prerequisite*: *PSY 711*

Psychoanalytic Based Psychotherapy III
PSY 713, 2 Units
This course provides an exploration of three related themes underpinning psychoanalytic technique: the capacity to mentalize, the effects and impact of trauma on the psyche, and the principle of intersubjectivity in psychotherapy. Foundational literature in these theoretical areas will be explored, and treatment implications elaborated within the broader context of practice. *Prerequisite: PSY 711*

Psychoanalytic Based Psychotherapy IV
PSY 714, 2 Units
The final course in the psychoanalytic sequence addresses the integration of psychoanalytic thought with other clinical and counseling traditions, including neuropsychology and neurophysiological advancements in the study of the unconscious, outcome research and developments in establishing the efficacy of psychodynamics and psychoanalytic psychotherapy, Jungian theory and ways in which analytic and psychoanalytic theory may function synergistically, and contextual models such as multicultural perspectives and feminist psychoanalytic perspectives. Students examine ways to integrate these integrative perspectives in their clinical practice*. Prerequisite: PSY 711*

Advanced Psychopathology I
PSY 730, 2 Units
This course emphasizes key concepts related to psychopathology, including dominant and critical contemporary paradigms in diagnosis and conceptualization as well as various perspectives on defining metal health and illness. Mental illness, several mental disorders, and co-occurring disorders, are examined with an understanding of the social and psychological implications of socioeconomics, age, gender, and other cultural and political factors that affect social position and social stress. Psychodynamic therapeutic approaches to psychopathology will be illustrated.

Advanced Psychopathology II
PSY 731, 2 Units
This course represents a literature-based review of special topics in psychopathology through a psychodynamic lens, particularly focusing on presentations of trauma and character pathology. Selected topics include psychodynamic conceptualizations of different anxiety states, attachment disorder and trauma, narcissism, impairment in mentalization, and loss and mourning. *Prerequisite: PSY 730*

Biological Foundations of Human Behavior
PSY 735, 3 Units
Students examine the theoretical concepts and constructs that explain the phylogenic origins underlying human experience, behavior, and the processes of change. This course reviews anatomical and neurological functioning, examining the importance on behavior of microbiological systems (neuron, synapse, neurotransmitter systems) and macro-level biological systems (central and autonomic nervous systems). Current trends in psychological research regarding the neurobiological foundation of consciousness, dreaming, sensory-motor systems, cognitions, motivation, memory, mindfulness, and attention will be evaluated. The sense of a biological self in relation to attachment, trauma, empathy, and neuroplasticity will be examined.

Principles of Clinical Supervision, Consultation, and Community Assessment

PSY 752, 2 Units

This course provides an exposure to the professional role of psychologists as supervisors and consultants. Theories and approaches to clinical supervision and consultation are examined with special attention given to the interpersonal and psychodynamic aspects of the supervisor-supervisee interaction within broader practice and cultural context. Ethics, diversity, and other professional issues related to clinical supervision and consultation are examined within community mental health and independent practice settings. This course is also designed to introduce students to program evaluation theories and techniques related with focus on community-based assessment of psychological needs and access to care. Grant writing skills with implications for community mental health services will be emphasized.

Professional and Ethical Development Seminar I

PSY 755, 1 Unit

The Professional and Ethical Development Seminars occur in sequence and are designed to assist students in developing the personal and professional capacities and skills necessary for successful functioning as a counseling psychologist. Each installment of this seminar also introduces theoretical concepts informed by the psychodynamic and depth psychological tradition, as well as clinical applications related to boundaries and ethical practice. *Pass/No Pass*

Professional and Ethical Development Seminar II

PSY 756, 1 Unit

The Professional and Ethical Development Seminars occur in sequence and are designed to assist students in developing the personal and professional capacities and skills necessary for successful functioning as a counseling psychologist. Each installment of this seminar also introduces theoretical concepts informed by the psychodynamic and depth psychological tradition, as well as clinical applications related to boundaries and ethical practice. *Pass/No Pass*

Professional and Ethical Development Seminar III

PSY 757, 1 Unit

The Professional and Ethical Development Seminars occur in sequence and are designed to assist students in developing the personal and professional capacities and skills necessary for successful functioning as a counseling psychologist. Each installment of this seminar also introduces theoretical concepts informed by the psychodynamic and depth psychological tradition, as well as clinical applications related to boundaries and ethical practice. *Pass/No Pass*

First Year Annual Assessment for Program Advancement

PSY 758, 0 Unit

The annual assessment is conducted through a face-to-face evaluation by Counseling Psychology faculty to assess academic, clinical, interpersonal, professional, ethical and research progress as well

as professional values, attitudes and behaviors in order to advance to the second year of the Psy.D. program and to a Supervised Practicum. *Pass/No Pass; No Incompletes*

Assessment Practicum Seminar I

PSY 759, 1 Unit

This seminar is designed to assist students in the integration of applied practicum training with coursework at Pacifica. Students will examine and articulate their personal and professional identities through developing professional values, roles and behaviors consistent with the role of a counseling psychologist. To support student's socialization into the field of counseling psychology, the seminars will specifically focus on assessment, case conceptualization, and treatment planning. Ethical and cultural aspects of clinical practice and supervision are emphasized**.** *Pass/No Pass*

Assessment Practicum Seminar II

PSY 760, 1 Unit

This seminar is designed to assist students in the integration of applied practicum training with coursework at Pacifica. Students will examine and articulate their personal and professional identities through developing professional values, roles and behaviors consistent with the role of a counseling psychologist. To support student's socialization into the field of counseling psychology, the seminars will specifically focus on assessment, case conceptualization, and treatment planning. Ethical and cultural aspects of clinical practice and supervision are emphasized**.** *Pass/No Pass*

Assessment Practicum Seminar III

PSY 761, 1 Unit

This seminar is designed to assist students in the integration of applied practicum training with coursework at Pacifica. Students will examine and articulate their personal and professional identities through developing professional values, roles and behaviors consistent with the role of a counseling psychologist. To support student's socialization into the field of counseling psychology, the seminars will specifically focus on assessment, case conceptualization, and treatment planning. Ethical and cultural aspects of clinical practice and supervision are emphasized**.** *Pass/No Pass*

Second Year Annual Assessment for Program Advancement

PSY 762, 0 Unit

In this assessment each student will be evaluated to assure readiness to perform in the advanced practicum with an emphasis on case conceptualization, integration of foundational psychological knowledge and practice, and interpersonal skills. *Prerequisite: PSY 758; Pass/No Pass; No Incompletes*

Psychotherapy Practicum Seminar I

PSY 763, 1 Unit

This seminar offers students a forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Professional and ethical values, attitudes and behaviors as well as communication and interpersonal skills are emphasized. *Pass/No Pass*

Psychotherapy Practicum Seminar II
PSY 764, 1 Unit
This seminar offers students a forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Professional and ethical values, attitudes and behaviors as well as communication and interpersonal skills are emphasized. *Pass/No Pass*

Psychotherapy Practicum Seminar III
PSY 765, 1 Unit
This seminar offers students a forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Professional and ethical values, attitudes and behaviors as well as communication and interpersonal skills are emphasized. *Pass/No Pass*

Social Foundations of Human Behavior I
PSY 800, 2 Units
This course continues the examination of social psychology with an emphasis on social influence which includes the principles and theory of group formation and development, impact of culture on group behavior, conformity, and persuasion. The course also examines current research in group dynamics, interpersonal behavior, intimacy, leadership, and helping. Discussion also includes relevance of social psychological research to clinical practice and depth psychology.

Social Foundations of Human Behavior II
PSY 801, 3 Units
This course studies current advancements in social psychology and provides an overview of the three main areas of social psychological thought which include social thinking, social influence, and social relations. Social thinking area includes discussion of self, beliefs, judgments, and attitudes. The study of social influence includes the impact of culture, conformity, persuasion, and group behavior on social functioning. Social relations area examines social relationships and how they are influenced by prejudice, aggression, attraction, and helping. This course emphasizes social thinking and social relationships as well as current social psychological research findings and the role of depth psychology in each of these areas.

Jungian Based Psychotherapy I
PSY 810, 2 Units
Classical and contemporary scholarship on Jungian concepts related to personality structure and function such as ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and individuation are examined. Clinical application of Jungian thought is demonstrated through theoretical discussions, case examples, and the reading of primary Jungian sources. An analysis is provided of the critiques of Jungian concepts from postmodern and multicultural perspectives.

Jungian Based Psychotherapy II

PSY 811, 2 Units

This course will expand consideration of classical Jungian scholarship related to theories of affect and cognition (mind) such as the individuated ego, personal and collective shadow, the contra-sexual archetypes anima/animus, manifestations of the Self, dreams and numinous experiences, and their application to clinical practice. In addition, Jungian personality typology is examined, archetypal figures and patterns explored, and the use of myths in depth psychotherapy elaborated. Affective and cognitive applications of Jungian approaches to psychotherapy are presented. Students continue the work of self-reflection to further their individuation process as central to their work as clinical depth psychologists. *Prerequisite: PSY 810*

Post-Jungian Based Psychotherapy

PSY 815, 2 Units

This course examines the scholarly works of post-Jungian theorists and psychotherapists who contributed to the development of Jungian/Post-Jungian psychotherapy and scholarship. The course discusses recent developments in the evolution of Jungian thought and practice, which includes multicultural, alchemical, somatic, and ecological considerations. Interactions between biological sciences, specifically contemporary neuropsychological developments, complexity theory, and biological systems theories are emphasized. The importance of myths, fairytales, the mystery traditions and various cultural mythologies are discussed in relation to their applicability to culturally relevant clinical practice. Students are asked to engage in self-reflection to further their individuation process as central to their work as clinical and depth psychologists. *Prerequisites: PSY 810, PSY 811*

Introduction to Depth Psychology

PSY 819, 2 Units

This course is a scholarly introduction to the theories and traditions of depth psychology with an emphasis on the role that depth psychology attributes to the unconscious. Exploration of the cultural-historical and multicultural contexts of depth psychology in relation to myth, religion, philosophy, art and literature is highlighted. Particular attention is given to the origins of depth psychology in the analytic and psychoanalytic literature, subsequent scholarly and clinical developments in depth psychological traditions, as well as contemporary elaborations in depth psychology.

Community Mental Health, Public Policy, and Depth Psychology

PSY 825, 2 Units

This course emphasizes how public policy impacts all aspects of clinical practice in both the public and private mental health service delivery system. Mental health policy practices will be explored. Students learn how to utilize the principles of depth psychology in the community mental health system. The importance of learning administrative skills to improve service delivery is emphasized including the development of administrative strategies that include the Jungian concepts of organizational

archetypes, complexes, and the shadow in order to create effective work place environments.

Developmental Psychology I: Childhood Through Adolescence

PSY 830, 2 Units

Students study developmental theories, constructs, research, and methods as they contribute to understanding normative human development and its variants in early childhood and adolescence. Emphasis is on the psychological, biological and neurological development from conception through childhood and adolescence and attachment issues that shape early human development. Childhood experiences of violence and trauma are emphasized. Current developmental and biopsychosocial research, clinical implications, cultural considerations, and contemporary trends in childhood and adolescent development are examined.

Developmental Psychology II: Adulthood through Old Age

PSY 831, 2 Units

This course continues the study of developmental theories, constructs, research, and methods as they contribute to understanding normative human development and its variants in adulthood through old age. Emphasis is on the psychological, social, biological, and neurological development during adulthood and the later stages of life. Special focus is given to aging and long term care, elder violence and abuse, end of life meaning, and life-long psychological development as part of developmental human trajectory. Specifically, the course provides a review of biological, social, and psychological aspects of aging as well as multicultural and clinical considerations in regard to these experiences.

Legal, Ethical, and Professional Practice

PSY 832, 2 Units

The ethical and legal considerations involved in the practice of clinical and scientific psychology are examined with an emphasis on the American Psychological Association's ethical guidelines. The course features discussion of key issues involved in academic work, research and professional practice with an emphasis on the development of ethical and professional judgment. Child abuse assessment and reporting as well as suicide and homicide prevention and intervention are emphasized. Topics include forensic psychology, cultural competence, malpractice, and legal responsibilities. This course meets the criteria set forth by the California Board of Psychology for training in Legal, Ethical, and Professional Practice required for California licensure.

Violence and Trauma

PSY 834, 3 Units

The course will review scholarship in relation to social, developmental, and relational theories of violence in intimate relationships and families with special focus on partner and child abuse, detection, intervention and prevention. The intrapersonal and interpersonal dynamics related to trauma and recovery will be discussed. The coursework also provides coverage of partner and child abuse

assessment and reporting. The developmental impact of early trauma, including splitting, dissociation, and introjection as well as depth psychological treatment approaches will be emphasized.

Cognitive Foundations of Human Behavior
PSY 837, 2 Units

This course explores the interactive influences of perception, attention, learning, memory, contextual appraisals and biases, emotional regulation, creative thinking, conscious and unconscious processing and problem solving. Related topics include sensation, perception, memory, cognition, emotion, motivation, and psychophysiological processes. The interdependence of cognition and emotion in psychological experience and behavior is considered.

Affective Foundations of Human Behavior
PSY 838, 2 Units

This course aims to provide an overview and clinical implications of understanding the development of affective regulation related to psychological functioning. In addition to discussing theories of emotions and emotional regulation, the course focuses on how capacity for affective self-regulation and communication is influential in intrapersonal and relational functioning of individuals and communities. Discussion of emotion involves the biological and social bases of emotion, its cognitive correlates, and the impact on emotional states. Specifically, the course emphasizes classic and contemporary psychoanalytic and Jungian scholarship on affective foundations of human behavior.

Psychotherapy with Diverse Populations
PSY 845, 2 Units

Cultural competence or the knowledge, skills, and attitudes necessary to work effectively as a diversity-focused and social justice-oriented clinician are an ethical responsibility in a multicultural society. This course examines the role of culture in psychotherapy and assessment, as well as key issues in the provision of psychological services with individuals or communities, which face cultural and institutional forms of oppression and have been marginalized within systems of social care. Biases in traditional clinical theory and practice are discussed, while culturally relevant intervention strategies with individuals of different cultural backgrounds are introduced. Depth psychological concepts in relation to culture, such as the notion of an ethnic or minority unconscious, cultural trauma, and cultural complexes are also explored.

Principles of Psychopharmacology
PSY 873, 2 Units

This course examines the principles of psychopharmacology as well as an overview of pertinent neurochemistry. The indications and side effects of common psychoactive medications are evaluated. Contemporary scholarship on plant based medicines and use of mood-altering substances in psychological treatment is introduced. The impact of medications on the psychotherapeutic process and the importance of a coordinated

treatment plan with the prescribing medical provider are examined. Issues of ethical and cultural values in pharmacological questions are raised.

Alcohol, Chemical Dependency, and Addictive Behaviors

PSY 900, 2 Units

This course covers the theory and treatment of addictive behaviors. Areas covered in this course include current theories of etiology, physiological and medical aspects of substance abuse and dependence, psychopharmacological and interaction of varied classes of drugs, dual-diagnosis, cultural and ethnic considerations, iatrogenic dependency, treatment approaches, differences in populations related to substance abuse, prenatal effects of abuse, implications for elderly clients, referral process, family issues, prevention and education, and ethical and legal issues.

Gender and Human Sexuality

PSY 901, 1 Unit

This course will focus on cultural, historical, theoretical and clinical constructions of gender and sexuality. Biological and psychological as well as socio-cultural variables associated with gender, sexual identity, sexual desire, sexual behavior and disorders are discussed. Feminist, critical, cross-cultural and depth psychological lens will be applied within the material.

Evidence Based Best Practices

PY 913, 2 Units

This course is an overview of clinical treatments in relation to their efficacy in treatment of psychological disorders. Methods of evaluations of the efficacy of interventions and their limits are discussed. The findings in outcome research regarding therapeutic interventions are evaluated and critiqued. Interventions and combinations of interventions for the major disorders are examined, as well as the integration of individual, group, and psychopharmacological therapies are discussed. Specific focus is given to short term psychoanalytic and psychodynamic approaches as well as the scientific evidence supporting the efficacy of depth psychological practices.

Cognitive and Intellectual Assessment

PSY 930, 3 Units

The psychological assessment course series begins with the study of psychometric theory including test construction, standardization, validity, reliability, and the appropriate and ethical use of assessment for individuals from diverse backgrounds. The administration, scoring, and interpretation of the Wechsler intelligence scales, Wechsler Memory Scales, and selected achievement tests and tests of adaptive behavior are highlighted with special emphasis on integrating the results with clinical judgment, effective report writing, evidence-based treatment planning, and communication of assessment results. Students are provided with an overview of neuropsychological assessment including structured interviewing, review of typical

neuropsychological batteries, and strategies of interpreting and integrating neuropsychological assessment data. The course will focus on foundational psychometric theory in the context of emphasizing applied, evidence-based best practices in cognitive assessment.

Objective Personality Assessment

PSY 931, 3 Units

The course focuses on foundational psychometric theory in the context of emphasizing practical, evidence-based best practices in personality assessment. Students learn the principles of personality assessment and learn how to administer, score, and interpret instruments including the MMPI-2, MCMI-III, and other widely used instruments. Integrating results into client-centered, case-focused, and therapeutic reports for clinical, vocational, medical, and forensic settings is emphasized.

Projective Personality Assessment

PSY 932, 2 Units

This course focuses on psychometric theories and practical applications of performance-based personality instruments (projectives) with an emphasis on the Rorschach. Course also includes examination of the Thematic Apperception Test, Sentence Completion Test and projective drawings. Information derived from performance-based personality assessment is used to develop therapeutic, client-centered, case-focused reports that describe the psychological background of the client as well as answer the referral question. An emphasis on using assessment results to enhance the therapeutic process by utilizing evidence-based best practices is made.

Theories of Psychometric Measurement

PSY 933, 3 Units

The course covers classical and current psychometric theory and procedures involved in constructing and evaluating measurement instruments in clinical psychology including the key concepts of scale development. Cronbach's alpha, exploratory and confirmatory factor analysis, types of reliability and validity, and other methodologies are examined.

Clinical Interview

PSY 940, 1 Unit

Students learn the essential skill sets involved in biopsychosocial assessment and related clinical interviewing techniques. The course focuses on how to conduct a clinical interview as part of an initial assessment. The course also examines the ethical dilemmas, interdisciplinary conflicts, human diversity and system of care issues that may surface during the clinical interview. Child abuse and reporting, suicide and homicide assessment are emphasized.

Research Design and Methodology I

PSY 950, 3 Units

This course provides an overview of univariate statistical methods or those pertaining to analysis of a single, continuous, dependent variable. The goal of this overview is to prepare students to be competent and critical consumers of quantitative

research for clinical practice. An applied overview of both descriptive and inferential statistics is provided. Topics covered include: (1) Descriptive statistics (Measurement scales, frequency distributions, measures of central tendency, measures of spread (variability), measures of linear relationships, and standard scores), and (2) Inferential statistics (hypothesis testing, correlation and regression, Z-tests, t-tests, one way analysis of variance [ANOVA], Chi-Square tests and estimation of population parameters from sample data). Survey and experiential approaches to research and clinical investigations are examined.

Research Design and Methodology II

PSY 951, 2 Units

This course introduces students to the distinctive theory of research in clinical practice. A depth psychological approach to research is emphasized, and students will explore designing and conducting qualitative research. The organic relationship between methodological approach, research questions, and research findings will be studied, and emphasis is given to ethics in academic research, as well as multicultural perspectives. During this course students begin to explore and organize their research for the dissertation.

Research Design and Methodology III

PSY 952, 3 Units

This course continues to prepare students to be competent and critical consumers of quantitative research for clinical practice by the examination and applicability of advanced quantitative methods including multivariate statistical analysis. This course assists students in becoming skilled in reading, understanding, and using quantitative research designs. Course also examines the broad principles and application of multivariate statistical models for the design of quantitative studies and the treatment of data as well as the statistical methods employed in clinical research studies. Topics include multivariate analysis of variance and covariance, factor analysis, power, multiple regression, and meta-analysis. *Prerequisites: PSY 950*

Dissertation Development

PSY 955, 2 Units

This course emphasizes the development of critical thinking skills related to evaluating research studies and the writing of a dissertation in counseling psychology. Coursework is designed to culminate in a Concept Paper draft which describes a well-defined research inquiry and represents the organizing principles of the dissertation. *Prerequisites: PSY 950, PSY 951, PSY 952; Pass/No Pass*

Advanced Research Methods in Counseling Psychology I

PSY 956, 3 Units

This course focuses on the review of current approaches to applied research in clinical psychology. Particular attention is given to research methodologies as well as the philosophical and epistemological foundations of clinical research. The course results in an advanced review of the literature on a selected topic related to the clinical research

question developed for the dissertation. *Prerequisite: PSY 955*

Advanced Research Methods in Counseling Psychology II

PSY 957, 2 Units

This course critically examines the variety of applied methods in clinical psychology, including both quantitative and qualitative methods as well as theoretical and interpretative approaches. The course results in an advanced application of selected research methods to the clinical research question of the dissertation. *Prerequisite: PSY 955, 956*

Dissertation Completion I-IV

PSY 958A/B/C/D, 2 Units Each

This course is intended to accompany student work with their dissertation committee in order to assure timely completion of the Dissertation. Students will work closely with their chair and committee to coordinate written drafts and committee feedback. Dissertation Completion is taken under the direction of the Chair of the dissertation committee and concurrently with third year academic courses. *Prerequisite: PSY 955; Pass/No Pass*

Dissertation Completion V-VI

PSY 959A/B, 3 Units Each

This course is intended to accompany student work with their dissertation committee in order to assure timely completion of the Dissertation. Students will work closely with their chair and committee to coordinate written drafts and committee feedback. Dissertation Completion is taken under the direction of the Chair of the dissertation committee. *Prerequisite: PSY 955; Pass/No Pass*

Comprehensive Portfolio

PSY 989, 0 Unit

The Comprehensive Exam Portfolio is designed to assess student competencies in the area of each of the three Program Domains: Depth Psychological Clinical Practice, Research and Scholarly Inquiry, and Community Service and Clinical Engagement. Students must pass all components of the Comprehensive Portfolio in order to advance to Internship. *Prerequisite: PSY 762; Pass/No Pass; No Incompletes*

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 106 quarter units to fulfill the unit requirement for the degree.
2. A minimum grade of "B" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must meet attendance requirements as articulated in the Student Handbook.
4. In order to proceed to the second and third years of coursework, students must pass the First- and Second-Year Assessment for Program Advancement, which encompass a comprehensive

review of coursework, annual evaluations, advancement toward clinical practicum training goals, writing skills and readiness to conduct research.

5. Students must successfully pass the Comprehensive Portfolio.
6. Students must submit and defend an original dissertation accepted by the faculty and published via ProQuest.
7. Students are required to complete a minimum 1,000 hours of practicum and 1,500 hours of internship.
8. Students are required to complete a total of 60 hours of personal therapy inclusive of a minimum of 5 hours each quarter during the 12 quarters of the program.
9. Students must comply with all the policies and procedures articulated in the Student, Dissertation, and Clinical Handbooks.

FIRST- AND SECOND-YEAR ASSESSMENTS

During the summer quarter of a student's first and second years, the faculty will assess each student's progress in process skills and readiness to begin a clinical practicum. This process allows the faculty to remain in touch with student progress and to provide timely feedback.

COMPREHENSIVE PORTFOLIO ASSESSMENT

The Comprehensive Exam Portfolio is designed to assess student competencies in the area of each of the Program Domains. Students must pass all components of the Comprehensive Exam Portfolio in order to advance in the Clinical Psychology Program to Dissertation Writing or Internship.

CLINICAL TRAINING

A minimum of 1,000 hours of practicum and 1,500 hours of internship are required. Students will be placed in practicum in coordination with the Director of Clinical Training. Students must obtain Internship through a competitive application process. It is highly recommended that these internships be completed in a multidisciplinary setting offering a variety of training experiences. Pre-doctoral internship in clinical psychology is a supervised summative training experience, which integrates academic learning and previous applied clinical training at the practicum level. Upon completion of the academic program, comprehensive portfolio, dissertation, and 1,000 hours of practicum training, students in good standing are required to complete 1,500 hours of pre-doctoral internship in clinical

psychology. Candidates for internship must demonstrate readiness to apply for internship to the Director of Clinical Training.

PREPARATION FOR CLINICAL PSYCHOLOGY LICENSURE

This curriculum may not meet all the requirements of each state for licensure in clinical psychology. Students seeking licensure in California will acquire doctoral training qualifying them to pursue licensure as a clinical psychologist in California; however because requirements do change, students are responsible for remaining aware of current licensure regulations. Other students may need to meet additional licensure requirements in their home states and are likewise responsible for knowing their applicable state licensure requirements.

Doctoral Programs in Clinical Psychology

Pacifica Graduate Institute's Clinical Psychology Programs seek to educate students through engaging their intellectual and relational clinical capacities in addition to inviting them toward a radically transformative relationship with themselves and the world. The programs offer training within both the human sciences and natural sciences paradigms, including broad and general foundational courses in psychology as well as courses that draw on areas such as humanities, philosophy, history, anthropology, physics (complexity theory), cultural studies, and the arts.

The programs emphasize training that integrates clinical practice and scholarship as well as include foundational courses provide training in areas of psychology required for licensure as a clinical psychologist, including social, affective, cognitive and biological bases of behavior, as well as assessment, ethics, and research. Depth psychological areas of emphases are viewed as central to all aspects of training, and courses are taught by faculty who bridge prevailing and depth psychological approaches in their scholarship and practice. Students also gain applied experience in advanced clinical and research training specific to depth psychological traditions. Integration of social justice and critical cultural awareness are stressed throughout both programs.

Depth psychology is found in multiple cultural contexts and perspectives, and often includes the systematic explorations of classic and contemporary psychoanalytic and Jungian/analytic theories with focus on the significance of the unconscious and relational phenomena in human experience. The programs' depth orientation is infused throughout the curriculum, emphasizing such depth psychological and related approaches as relational psychoanalysis, archetypal psychology, phenomenology, social constructivism, decolonial and feminist approaches, as well as other recent developments related to psychoanalytic and Jungian practices.

The following descriptions provide further information about the M.A. /Ph.D. and Psy.D. Clinical Psychology Programs, including their different models of education and specific course offerings.

M.A. /Ph.D. in Clinical Psychology

WITH EMPHASIS IN DEPTH PSYCHOLOGY

Inaugurated in 1987, Pacifica's Ph.D. Clinical Psychology Program is dedicated to educating scholar-practitioner-activists who integrate theory, research and socially informed clinical practice within human science and depth psychology traditions. The program stresses engagement with issues of social justice and care as essential to the role of clinical psychologist as a citizen. The curriculum is designed to facilitate licensure as a clinical psychologist, based on current educational requirements for psychologists in the State of California.

The M.A. /Ph.D. in Clinical Psychology Program focuses on theoretical, cultural, and clinical traditions of depth psychology. Found in multiple cultural contexts and perspectives, including the groundbreaking explorations of Freud and Jung, depth psychologies are distinguished by their recognition of a latent or unconscious dimension of psychological life. This unconscious element, or depth in human experience, is understood as essential to the transformative character of the therapeutic relationship as well as engagement in scholarly inquiry.

Thus, the program is inspired by psychoanalytic, Jungian, and existential phenomenological perspectives in their historical and contemporary formulations, including relational, archetypal, and hermeneutic psychologies. Significant attention is given to dialogue with related disciplines such as multiculturalism, postmodernism, feminist theory, gender studies, indigenous psychology, complexity theory, liberation and decolonial critical approaches, ecological studies, and humanistic-existential values.

Clinical instruction emphasizes the importance of the therapeutic relationship, the significance of attention to interiority and complexity of human inner experience, early development (i.e., attachment, socio-historical context), developmental stages across the lifespan, processes of personal and community-based transformation, mind-body integration, therapeutic presence, and the cultural context of healing. A critical dialogue is maintained with contemporary developments in the field, such

as neurosciences and neuropsychoanalysis with critical historical examinations of factors that influence the practice and science of psychology.

The commitment to a human science model of psychology—a viable alternative to conventional psychology's natural science approach—emphasizes human meaning as the fundamental component of psychological life. This focus on meaning, carried out by way of the program's qualitative research orientation, yields an in-depth understanding of how things matter for people within their life situations. Acknowledging the cultural and historical character of meaning, human science psychology is deliberately affiliated with the humanities. Accordingly, our curriculum is infused with the study of mythology, history, religion, philosophy, literature, and the arts.

By emphasizing the importance of scholarship in the education of psychologists, the program continues depth psychology's longstanding approach to clinical training. The clinical orientation that infuses our curriculum facilitates the engagement of theory and research in addressing individual, community, and global concerns.

Our goal is to prepare students to become constructively engaged in diverse clinical, academic, and community settings as researchers, clinicians, and citizen-activists who are grounded in deeply humane, theoretically sophisticated, and socially conscious approaches to clinical psychology. The engaging beauty of the campus, an intense residency format, and class cohort configuration lend themselves to an experience of scholarly and personal development keenly attuned to Pacifica's mission of "caring for soul in and of the world."

CURRICULUM OVERVIEW

Clinical Psychology M.A. /Ph.D. classes take place in four-day sessions (Thursday evening through Sunday afternoon) once each month during fall, winter, and spring. There is also a week-long summer session each year. Between learning sessions, advising, mentoring, study and instruction continue through individual and group mentorship from faculty, web-enhanced learning, and cohort support groups.

FIRST YEAR

PRACTICUM SEMINARS

Professional and Ethical Development Seminar I, II, III – CL 755, CL 756, CL 757, 1 Unit Each

ANNUAL ASSESSMENT

1st Year Annual Assessment for Program Advancement – CL 758, 0 Unit

DEPTH PSYCHOLOGY CLINICAL AND FOUNDATIONAL PRACTICE COURSES

Psychoanalytic-Based Psychotherapy I: Developmental Perspectives – CP 711, 2 Units

Theories of Group Psychotherapy – CP 719, 2 Units

Jungian-Based Psychotherapy I: Personality Structure and Function – CP 810, 2 Units

History and Systems of Psychology – CP 700, 2 Units

Psychological Assessment I, II – CP 930, CP 931, 2 Units Each

Legal, Ethical, and Professional Practice – CP 832, 2 Units

Advanced Psychopathology I – CP 730, 2 Units

Biological Foundations of Human Behavior – CP 735, 2 Units

HUMAN SCIENCE RESEARCH AND SCHOLARLY INQUIRY COURSES

Research Designs and Methodology I: Qualitative, Quantitative, and Mixed Methods – CP 932, 2 Units

Quantitative Design and Statistical Analysis – CP 926, 3 Units

SOCIAL JUSTICE AND SOCIAL ACTIVISM COURSES

History of Depth Psychology and the Human Science Traditions – CL 819, 2 Units

Phenomenological Psychology: Theory and Practice – CL 917, 2 Units

Emergent Clinical and Social Theories in Depth Psychology – CP 799, 2 Units

SECOND YEAR

PRACTICUM SEMINARS

Supervision Practicum Seminar I, II, III: Assessment and Diagnosis – CL 759, CL 760, CL 761, 1 Unit Each

DEPTH PSYCHOLOGY CLINICAL AND FOUNDATIONAL PRACTICE COURSES

Psychoanalytic-Based Psychotherapy II: Personality and Psychopathology – CP 712, 2 Units
Jungian-Based Psychotherapy II: Affect, Mind, and Psyche – CP 811, 2 Units
Principles of Psychopharmacology – CP 873, 2 Units
Developmental Psychology through the Lifespan – CP 830, 3 Units
Alcohol, Chemical Dependency, and Addictive Behaviors – CL 900, 2 Units
Affective Foundations of Human Behavior – CL 838, 2 Units

HUMAN SCIENCE RESEARCH AND SCHOLARLY INQUIRY COURSES

Advanced Clinical Research Approaches and Dissertation Development I – CP 961, 1 Unit
Depth Psychological Designs and Methods I – CL 928, 2 Units
Research Designs and Methodology II: Qualitative Methods of Analysis – CP 933, 2 Units
Research Designs III: Test and Measurement – CP 934, 2 Units

SOCIAL JUSTICE AND SOCIAL ACTIVISM COURSES

Indigenous Approaches to Psychology – CP 803, 1 Unit
Archetypal Psychology I: Social Basis of Human Experience – CP 840, 2 Units
Social Foundations of Human Behavior – CL 800, 2 Units
Emergent Clinical and Social Theories in Depth Psychology – CP 799, 2 Units

ANNUAL ASSESSMENT

2nd Year Annual Assessment for Program Advancement – CL 762, 0 Unit

Qualifying Exam for M.A. in Clinical Psychology

M.A. Qualifying Exam – CL 890, 0 Unit

THIRD YEAR

PRACTICUM SEMINARS

Psychotherapy Practicum Seminar I, II, III: Effective Psychological Interventions – CL 763, CL 764, CL 765, 1 Unit Each

ANNUAL ASSESSMENT

3rd Year Annual Assessment for Program Advancement – CL 766, 0 Unit

DEPTH PSYCHOLOGICAL CLINICAL AND FOUNDATIONAL PRACTICE COURSES

Post-Jungian Psychotherapy: Biological, Ecological, and Cultural Systems – CP 745, 2 Units

Archetypal Psychology II: Personality, Psychopathology, and Culture – CP 814, 2 Units

Cognitive Foundations of Human Behavior – CL 837, 2 Units

Advanced Psychopathology II – CP 731, 2 Units

Evidence-Based Psychotherapies – CL 912, 2 Units

Violence and Trauma: Developmental and Social Theories – CP 834, 2 Units

RESEARCH AND SCHOLARLY INQUIRY COURSES

Advanced Clinical Research Approaches and Dissertation Development II – CP 962, 2 Units

Depth Psychological Designs and Methods II – CL 929, 2 Units

Advanced Clinical Research Approaches and Dissertation Development III – CP 963, 2 Units

Research Designs and Methodology IV: Advanced Qualitative Methods – CL 940, 2 Units

SOCIAL JUSTICE AND SOCIAL ACTIVISM COURSES

Gender and Human Sexuality – CP 901, 1 Unit

Psychotherapy with Diverse Populations – CP 845, 2 Units

Emergent Clinical and Social Theories in Depth Psychology – CP 799, 2 Units

Capstone Projects and Program Requirements

Comprehensive Exam Portfolio – CP 989, 0 Unit (Degree Requirement)

Dissertation Writing – CP 990, 15 Units (Degree Requirement)

Pre-doctoral Internship – CP 980 (Degree Requirement)

Personal Psychotherapy – CP 950, 0 Unit (Degree Requirement)

Selected Courses have web-enhanced learning components. The curriculum is not intended to meet all the requirements of each state for licensure in clinical psychology. The curriculum may vary depending upon changing academic needs. The required fourth and fifth years of study focus on internship training and dissertation writing.

PRACTICUM AND SUPERVISION SEMINARS

The Seminars prepare students for applied clinical work in practicum and internship sites. The seminars serve as a context for students to be mentored into the profession by the Clinical Psychology Faculty, through a seminar format wherein students learn from the clinical expertise of the faculty. Seminars are also designed to offer students a forum in which to integrate clinical experiences gained in practicum with their academic coursework.

Professional and Ethical Development Seminar I CL 755, 1 Unit

In this initial seminar of the first year series, students will be asked to develop educational and career goals as well as strategies toward becoming licensed as psychologists. Professional values, attitudes and behaviors are emphasized. Students will begin the process of developing a professional identity as a clinical psychologist, the needed interpersonal and emotional capacities vital to the discipline, and the importance of organizational knowledge about mental health systems and licensure. Topics covered in this seminar include an overview of Pacifica's clinical psychology training program, the professional identity of a clinical psychologist, and the career path to licensure. Ethical, legal, and professional behavior and attitudes within the context of working with diverse clients and communities are emphasized.

Professional and Ethical Development Seminar II CL 756, 1 Unit

Students will continue the process of developing a professional identity as a clinical psychologist, the needed interpersonal and emotional capacities vital to the discipline, and the importance of organizational knowledge about mental health systems and licensure. Planned topics include basic psychotherapeutic processes and interview skills, including multicultural competencies. A practicum application workshop will also be included in this seminar. Professional values, attitudes and behaviors within the context of working with diverse clients and communities are emphasized.

Professional and Ethical Development Seminar III

CL 757, 1 Unit

The final seminar in the first-year series is intended to introduce the student to professional practice as a clinical psychologist, and to prepare the student to begin applied clinical work in a field practicum setting in the 2nd year. The seminar will include topics of the public mental health care system, levels of care, ethical and legal issues, career planning, and self-care. Professional values, attitudes and behaviors are emphasized. Ethical and legal standards in the field are specifically addressed.

1st Year Annual Assessment for Program Advancement

CL 758, 0 Unit

In this module each student will have a face-to-face evaluation by Clinical Psychology Faculty to assess academic, clinical, and research as well as professional values, attitudes and behaviors in order to advance to the second year of the clinical program and to a Supervision Practicum. *Pass/No Pass; No Incompletes*

Supervision Practicum Seminar I: Assessment and Diagnosis

CL 759, 1 Unit

This seminar is designed to assist students in the integration of their clinical training and issues at their practicum sites with coursework at Pacifica. Professional values, attitudes, and behaviors continue to be highlighted. Students discuss issues of case formulation, assessment, and treatment planning. Ethical and cultural aspects of clinical practice and supervision are emphasized. *Prerequisite: CL 758; No Incompletes*

Supervision Practicum Seminar II: Assessment and Diagnosis

CL 760, 1 Unit

This seminar continues assisting students in the ongoing integration of clinical training and issues at their practicum sites with coursework at Pacifica. The students discuss issues related to affective regulation, therapeutic communication, symptomology, and function of defenses. Communication and interpersonal skills are specifically highlighted and examined. Ethical and cultural aspects of clinical practice and supervision are emphasized. *Prerequisite*: *CL 758; No Incompletes*

Supervision Practicum Seminar III: Assessment and Diagnosis

CL 761, 1 Unit

This seminar completes the second-year diagnostic practicum sequence. It offers students a forum by which to further integrate clinical training and issues at their practicum site with academic coursework at Pacifica. Issues of transference and countertransference, boundaries, and projective functions are discussed. Students specifically focus on examining and applying varied methods of applying scholarship on relational dynamics in assessment and diagnosis relevant for case formulation and treatment planning. Communication and interpersonal skills are specifically highlighted and examined. Ethical and cultural aspects of clinical practice and supervision are emphasized. *Prerequisite*: *CL 758; No Incompletes*

2nd Year Annual Assessment for Program Advancement

CL 762, 0 Unit

In this assessment, each student will be evaluated with focus on case formulation, conceptualization, academic and interpersonal functioning to assure readiness to perform in the advanced practicum. Professional values, attitudes and behaviors as well as communication and interpersonal skills are

reviewed. *Prerequisite: CL 758; Pass/No Pass; No Incompletes*

Psychotherapy Practicum Seminar I: Effective Psychological Interventions

CL 763, 1 Unit

This seminar offers students a forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. This seminar will include topics on empathy and attunement to affect, relational function, managing boundaries in psychotherapy, and evidence-based practices. Professional values, attitudes and behaviors as well as relational skills continue to be highlighted. *Prerequisite: CL 762*

Psychotherapy Practicum Seminar II: Effective Psychological Interventions

CL 764, 1 Unit

This seminar offers students an additional forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Scheduled topics include contemporary scholarship in regard to effectiveness and application of imaginal techniques in therapy, use of dreams, the therapeutic frame, transference/ countertransference, and continued discussion of appropriate therapeutic boundaries. Professional values, attitudes and behaviors as well as relational skills continue to be highlighted. *Prerequisite: CL 762*

Psychotherapy Practicum Seminar III: Effective Psychological Interventions

CL 765, 1 Unit

This seminar is the final seminar in psychotherapy; it provides students a last forum in which to integrate psychotherapy experiences of practicum with academic coursework at Pacifica. Scheduled topics include contemporary scholarship on importance of active listening, making interpretations, additional consideration of boundaries in psychotherapy, and issues related to the development of practice. Professional values, attitudes and behaviors as well as relational skills continue to be highlighted. *Prerequisite: CL 762*

3rd Year Annual Assessment for Program Advancement

CL 766, 0 Unit

In this module, each student will have a written evaluation by Clinical Psychology Faculty to assess academic, clinical, and research progress in order to advance to the fourth year of the clinical psychology program. *Pass/No Pass; No Incompletes*

M.A. Qualifying Exam

CL 890, 0 Unit

During the spring quarter of the second year of coursework, students who have completed the previous six quarters of the first and second year of coursework take this exam in order to qualify for a Masters of Arts (M.A.) in Clinical Psychology with Emphasis in Depth Psychology and to continue to the doctoral phase of the program. The exam, which covers the content of the initial six quarters of

coursework, takes place during Supervision Practicum Seminar III and runs concurrent with the Second Year Assessment for Program Advancement. Students must obtain an 75% or more on the exam and pass the faculty in-person evaluation to obtain M.A. designation and continue toward completion of their doctoral training. A student whose score is between 70% and 75% is permitted to retake the exam a single time to raise their score. If a student does not raise their score to an 75% or above, their degree is terminated at this stage. This exam is only one part of the requirements for the M.A. degree. Refer to the Course Catalog for further details regarding M.A. degree requirements. *Prerequisite: CL 758; Pass/No Pass; No Incompletes*

DEPTH PSYCHOLOGY AND CLINICAL PRACTICE COURSES

These classes stimulate dialogue among the traditions of clinical psychology, depth psychology, and cultural studies. The student is encouraged to understand that a wide variety of cultural sources inform the craft of psychotherapy. Literature, myth, history, and art infuse the science of clinical psychology with an essential sense of our connection to the recurring archetypal motifs of the psyche. The Clinical Practice courses provide a broad foundation for the development of a generalist practitioner, with diverse training in multiple psychotherapeutic orientations, assessment, supervision, consultation, and evidence-based approaches within a framework of socio-historical context.

Jungian-Based Psychotherapy I: Personality Structure and Function

CP 810, 2 Units

Classical and contemporary scholarship on Jungian concepts related to personality structure and function such as ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and individuation are studied. Clinical application of Jungian thought is demonstrated through theoretical discussions, case examples, and the reading of primary sources. Particular attention is brought to understanding how various forms of psychopathology can be imagined as manifestations of ego-Self axis dynamics. Critiques from postmodern and multicultural perspectives are covered.

Psychoanalytic-Based Psychotherapy I: Developmental Perspectives

CP 711, 2 Units

This course focuses on the fundamental assumptions underlying psychoanalytic treatment beginning with the seminal contribution of Sigmund Freud. Psychoanalytic scholarship related to issues of human development is reviewed. The establishment of the therapeutic frame and the building of a therapeutic alliance are examined in light of developmental trajectories. Students explore the complexities of the transference-countertransference field and develop an understanding and rationale of specific types of psychoanalytic interventions within developmental psychoanalytic framework.

Psychoanalytic-Based Psychotherapy II: Personality and Psychopathology
CP 712, 2 Units

This course continues examining psychoanalytic theory and practice, including a scholarly focus on individual personality and psychopathology considerations. In particular, the course emphasizes the contributions of classic and contemporary Object Relations and interpersonal psychoanalytic scholars who helped delineate the dynamics and treatment of severe forms of psychopathology related to such personality conditions as borderline, narcissistic, and psychotic. In addition to advanced conceptualization and diagnosis skills, students will examine psychoanalytic theories that address working with complex affective and cognitive states. *Prerequisite*: *CP 711*

Theories of Group Psychotherapy
CP 719, 2 Units

Theories of group psychotherapy, specifically depth psychological group traditions, will be covered. Students will be exposed to varied aspects of initiating and facilitating therapeutic work in group settings with special attention to complex unconscious relational dynamics inherent in such interactions. In addition, group work with focus on specific concerns (e.g., substance abuse, eating and body issues) as well as specific therapeutic modalities (e.g., social dreaming) will also be discussed.

Jungian-Based Psychotherapy II: Affect, Mind, and Psyche
CP 811, 2 Units

This course will expand consideration of classical Jungian scholarship related to theories of cognition (mind) such as the individuated ego, personal and collective shadow, the contra-sexual archetypes anima/animus, manifestations of the Self, dreams and numinous experiences, and their application to clinical practice. In addition, personality typology will be examined, archetypal patterns explored, and the use of myths in depth psychotherapy elaborated. Affective (emotions) and cognitive (mindful processing) applications of Jungian approaches to psychotherapy are presented. Students will also continue to engage in self-reflection to further their individuation process as central to their work as clinical depth psychologists. *Prerequisite: CP 810*

Post-Jungian Psychotherapy: Biological, Ecological, and Cultural Systems
CP 745, 2 Units

This course examines the scholarly works of post-Jungian theorists and psychotherapists who contributed to the development of Jungian/Post-Jungian psychotherapy and scholarship. The course discusses recent developments in the evolution of Jungian thought and practice, which includes multicultural, alchemical, somatic, and ecological considerations. Interactions between biological sciences, specifically contemporary neuropsychological developments, complexity theory, and biological systems theories are emphasized. The importance of myths, fairytales,

the mystery traditions and various cultural mythologies are discussed in relation to their applicability to culturally relevant clinical practice. Students are asked to engage in self-reflection to further their individuation process as central to their work as clinical and depth psychologists. *Prerequisites: CP 810, CP 811*

Archetypal Psychology II: Personality, Psychopathology, and Culture
CP 814, 2 Units

Archetypal psychology is attentive to the imaginal process of psychotherapy and to the experience of being a psychotherapist. Within this approach, issues such as transference, countertransference, the unconscious, symptoms, and dreams are examined. Special attention is paid to the development of those imaginal capabilities which foster sensitivity to the symbolic depths and metaphorical richness of the patient's and therapist's ways of using language. Developmental, cognitive, biological, and affective aspects of archetypal psychology's approach to psychotherapy are emphasized. Diversity and sociocultural considerations are discussed in these contexts.

Affective Foundations of Human Behavior
CL 838, 2 Units

This course aims to provide an overview and clinical implications of understanding the development of affective regulation related to psychological functioning. In addition to discussing theories of emotions and emotional regulation, the course focuses on how capacity for affective self-regulation and communication is influential in intrapersonal and relational functioning of individuals and communities. Discussion of emotion involves the biological and social bases of emotion, its cognitive correlates, and the impact on emotional states. Specifically, the course emphasizes classic and contemporary depth psychological scholarship on affect.

Cognitive Foundations of Human Behavior
CL 837, 2 Units

This course examines the interdependence of cognition and emotion in psychological experience and behavior. Discussion of this relationship includes the interactive influence of perception, attention, learning, memory, contextual appraisals and biases, emotional regulation, creative thinking, conscious and unconscious processing and problem solving. Related topics include sensation, perception, memory, cognition, emotion, motivation, and psychophysiological processes. Neuropsychoanalytic and complexity theories of cognitive experience are emphasized.

History and Systems of Psychology
CP 700, 2 Units

This course focuses on examination of the evolution of consciousness and mind-body approaches to understanding human experience as foundational to development of Western psychology. Critical and constructivist viewpoints on the development of Western psychotherapeutic modalities will be presented. Non-Western approaches to psychological phenomena will be highlighted.

Specific attention will be given to historical and contemporary foundations of depth psychologies, including psychoanalysis, Jungian/analytic psychology, post-colonial and liberation approaches, phenomenology, and existentialism. Primary source reading is emphasized.

Psychological Assessment I

CP 930, 2 Units

The course focuses on the foundations of assessment practices in clinical practice, including integrative and multiculturally focused assessment strategies. Specifically, the course emphasizes cognitive and intellectual administration, scoring, and interpretation of the Wechsler intelligence scales including a depth psychology analysis of linguistic and imaginal activity, Wechsler Memory Scales-IV with analysis of working memory as a brain metaphor for Practical Hermeneutics, and the Bender Visual Motor Gestalt Test for it neuropsychological value as well as the opportunity to examine the lived imagination and phenomenological perspectives. Special emphasis will be placed on integrating the results with clinical judgment, report writing, evidence-based and imagination informed treatment planning, depth psychological perspectives, and communication of assessment results.

Psychological Assessment II

CP 931, 2 Units

Students will learn the principles of personality assessment and become familiar with, and learn how to administer, score, and interpret the MMPI-2, MCMI-III, CPI, PAI, MBTI, and BDI-II. Students will also be provided with an overview of neuropsychological assessment including interviewing, familiarity with common tests, and strategies of interpreting and integrating neuropsychological assessment data. A focus is given to integrating results into case-focused and issue oriented reports for clinical, vocational, medical, and forensic settings within a therapeutic assessment framework. Multicultural critique of assessment practices as well as their dialogue with depth psychological practices are emphasized.

Legal, Ethical, and Professional Practice

CP 832, 2 Units

The ethical and legal considerations involved in the practice of clinical and scientific psychology are reviewed, with an emphasis on the American Psychological Association's ethical guidelines as well as contemporary feminist and social justice critiques of Western ethics. Ethical Theory will be examined with emphasis on Ethical Subjectivity, The Ethics of Desire, and Ethical Foundations of Imaginal Psychology. The course features discussion of key issues involved in academic work, research, and professional practice with a view towards the development of ethical and professional judgment. Topics include forensic psychology, cultural competence, malpractice, and legal responsibilities, ethics as first philosophy, ethics and desire, and postmodern ethical practice. Child abuse treatment and reporting are discussed. This course meets the criteria set forth by the California Board of

Psychology for training in Legal, Ethical, and Professional Practice required for licensure.

Advanced Psychopathology I

CP 730, 2 Units

In the context of the historical and cross-cultural perspectives of psychopathology, students focus on scholarship related to the diagnosis, etiology, treatment, and prognosis of disturbed behavior. Developmental, relational, biological, and political influences on human differences in functioning are emphasized.

Biological Foundations of Human Behavior

CP 735, 2 Units

Students examine the theoretical concepts and constructs that explain the phylogenic origins underlying human experience, behavior and the processes of change. This course reviews anatomical and neurological functioning, examining the importance on behavior of micro biological systems (neuron, synapse, neurotransmitter systems) and macro-level biological systems (central and autonomic nervous systems). Current trends in psychological research regarding the neurobiological foundation of consciousness, dreaming, sensory-motor systems, cognitions, motivation, memory mindfulness, and attention will be evaluated. The sense of a biological self in relation to attachment, trauma, empathy, neuroplasticity, and the expression of archetypes throughout the life cycle will be examined.

Alcohol, Chemical Dependency, and Addictive Behaviors

CL 900, 2 Units

This course covers the theory and treatment of addictive behaviors. Areas covered in this course include current theories of etiology, physiological and medical aspects of substance abuse and dependence, psychopharmacological and interaction of varied classes of drugs, dual-diagnosis, cultural and ethnic considerations, iatrogenic dependency, treatment approaches, differences in populations related to substance abuse, prenatal effects of abuse, implications for elderly clients, referral process, family issues, prevention and education, and ethical and legal issues. The course meets the criteria set forth by the California Board of Psychology for training in Alcoholism/Chemical Dependency Detection and Treatment required to sit for licensure.

Principles of Psychopharmacology

CP 873, 2 Units

This course covers the general principles of psychopharmacology, as well as an overview of the pertinent neurochemistry. The indications and side effects of common psychoactive medications will be evaluated. Contemporary scholarship on plant based medicines and use of mood-altering substances in psychological treatment is introduced. The impact of medications on psychotherapy process and working with prescribing medical providers will be examined. *Prerequisite: CP 735*

Advanced Psychopathology II

CP 731, 2 Units

This course will focus on the depth psychologically informed diagnosis and conceptualization, including assessment of psychodynamics and treatment of psychopathology. Theories and applications of depth psychological personality theories with focus on disintegrated and disordered personality organizations will be emphasized. Severe forms of psychopathology such as borderline, narcissistic, hysterical, obsessive, and paranoid organizations of self and consciousness will be focused. Issues of negation, destructiveness, masochism, and narcissism will be studied in depth. Affective states such as envy, rage, shame, humiliation, and their relationship to early traumas and primitive mental states will be explored. Impairment in symbol formation, blank depression and difficulties in mourning will be studied in relation to psychopathology and its treatment. *Prerequisite: CP 730*

Evidence-Based Psychotherapies

CL 912, 2 Units

This course is an overview of clinical treatments in relation to their efficacy in treatment of psychological disorders. Methods of evaluations of the efficacy of interventions and their limits are discussed. The findings in outcome research regarding therapeutic interventions are evaluated and critiqued. Interventions or combinations of interventions for the major disorders are examined, as well as the integration of individual, group, and psychopharmacological therapies are discussed. Specific depth psychological evidence based approaches (e.g., brief dynamic psychotherapy, Mentalization, Transference-Based Psychotherapy) are emphasized.

Violence and Trauma: Developmental and Social Theories

CP 834, 2 Units

The course will review the occurrence of violence in intimate relationships and families with special focus on partner and child abuse, detection, intervention and prevention. The intrapersonal and interpersonal dynamics related to trauma and recovery will be discussed. The coursework also provides coverage of child and partner abuse assessment and reporting. The impact of early trauma, including splitting, dissociation, and interjection as well as depth psychological treatment approaches will be emphasized.

Developmental Psychology Through the Lifespan

CP 830, 3 Units

Students study developmental theories, constructs, research, and methods as they contribute to understanding normative culturally-contextual human development. Emphasis is on biological, psychological, and social development from conception through old age. The course addresses how issues of attachment and personality development shape psychological experience through the lifespan, and how depth psychological perspectives contribute to understanding these intrapsychic, intersubjective, and collective

experiences and how they happen within a cultural context. Special focus is given to childhood experiences of violence and trauma, including reporting and treatment issues, and aging and long-term care as part of developmental human trajectory. Clinical implications, cultural considerations, and contemporary trends are examined.

Personal Psychotherapy
CP 950, 0 Unit (Degree Requirement)
During the program, students must take part in a total of 60 hours of personal psychotherapy (preferably with a depth psychological orientation) with a licensed psychotherapist or a certified analyst of their choice. *Pass/No Pass*

HUMAN SCIENCES RESEARCH AND SCHOLARLY INQUIRY COURSES
The program of study in research provides grounding in both quantitative and qualitative research traditions, while specializing in innovative human science methodologies addressing the multiple dimensions of psychological life. Research courses emphasize the complementary interdependence of clinical intervention and empirical inquiry, and provide the skills necessary to complete the doctoral dissertation as well as contribute to the academic field of clinical and depth psychology as a lifelong researcher.

Research Designs III: Test and Measurement
CP 934, 2 Units
The course covers classical and current psychometric theory and procedures involved in constructing and evaluating measurement instruments in clinical psychology including the key concepts of scale development. Cronbach's alpha, exploratory and confirmatory factor analysis, types of reliability and validity, multi-trait and multi-method validation, item response theory, psychometric scaling and structural equation modeling are examined. *Prerequisites: CP 932*

Research Designs and Methodology I: Overview of Qualitative, Quantitative, and Mixed Methods
CP 932, 2 Units
The intent of this course is to foster an introductory knowledge of design and methodology in psychological research, including an understanding of the history, characteristics, and applications of qualitative, quantitative and mixed methods designs. The theoretical frameworks, techniques, and critiques of a variety of research perspectives are surveyed, with a focus on the human science traditions. Additional issues discussed include positionality, reflexivity, ethics, diversity, postmodernism and critical theory, and the relationship between research and clinical practice. Research as a praxis for social engagement and social activism is emphasized.

Research Designs and Methodology II: Qualitative Methods of Analysis
CP 933, 2 Units

The course examines major empirical human science traditions, including phenomenology, narrative approaches, heuristic approaches, ethnography, grounded theory, action research and case study. Depth psychological approaches to qualitative approaches are discussed. Theory and praxis of these approaches are covered, and students gain applied experience with a particular qualitative approach (e.g., phenomenology). Emphasis is given to ethics and diversity, as well as the parallels between research and clinical practice. *Prerequisite: CP 932*

Quantitative Design and Statistical Analysis
CP 926, 3 Units

This course provides an overview of univariate and multivariate statistical methods or those pertaining to analysis of a single, continuous, dependent variable. The goal of this overview is to prepare students to be competent and critical consumers of quantitative research for clinical practice. An applied overview of both descriptive and inferential statistics is provided. Topics covered include descriptive statistics, measures of linear relations; inferential statistics, multivariate analysis of variance and covariance, factor analysis, binary logistic regression, multiple regression, discriminant analysis, power, and meta-analysis. *Prerequisite*: *CP 932*

Depth Psychological Designs and Methods I
CL 928, 2 Units

The foundation for a complex psychological epistemology as an approach to research design that keeps soul in mind is introduced. Students dialogue with traditions of empirical psychology, depth psychology with particular emphasis on Jung‘s psychology, and phenomenology. The course articulates an ethical and therapeutic approach to research which takes into account dynamic unconscious factors in research. A key aim of the course is the development of critical scholarly attitudes that integrate attention to personal history and diverse cultures in research design and methods, as well as the connection of scholarship with the collective and ecological dimensions of experience.

Depth Psychological Designs and Methods II
CL 929, 2 Units

The vocational and transference dimensions of the research process are explored, and students practice psychological dialogues as a means to make more conscious their own unconscious transference to their material. In addition this course revisions the role of method as a metaphoric perspective and examines the ways in which various research methods, such as imaginal and archetypal approaches, relate to research topics and scholarly inquiry. *Prerequisite: CL 928*

Research Designs and Methodology IV: Advanced Qualitative Methods

CL 940, 2 Units

The course focuses on one or two of the major human science research methodologies, such as: phenomenology, hermeneutics, heuristic approaches, ethnography, grounded theory, biography, and case study. For example, theory and praxis of hermeneutics, with an emphasis on social constructionism/philosophical hermeneutics and metabletics (investigation of historical changes) are covered in depth. Students gain extensive, hands-on experience with these particular qualitative approaches. Emphasis is given to ethics and diversity, as well as the parallels between research and clinical practice, as well as social psychological praxis. *Prerequisites: CP 932, CP 933, CP 934*

Advanced Clinical Research Approaches and Dissertation Development I CP 961, 1 unit

This course focuses on the overview of clinical research practices in psychology, with specific emphases on the development of critical thinking skills, related to evaluating research studies and the writing of a doctoral dissertation in clinical psychology. Integration of human science and depth psychological research skills are examined and emphasized. No Incompletes

Advanced Clinical Research Approaches and Dissertation Development II

CP 962, 2 Units

This course continues addressing the knowledge, skills, and personal process involved with the development of clinical psychology research grounded in human sciences and depth psychological traditions. Scholarly and diversity issues relevant to advanced clinical research discussed. Students develop a draft of their concept paper related to the application of advanced research design to their doctoral dissertation. *Prerequisite: CP 961; No Incompletes*

Advanced Clinical Research Approaches and Dissertation Development III

CP 963, 2 Units

The last course in the sequence focuses on honing the advanced clinical research skills. Advanced discussions of human and natural scientific research designs are included. Advanced depth psychological research practices are emphasized with focus on ethics, professional development, and diversity. Students are required to apply their knowledge of advanced clinical research design through completion of a Concept Paper related to their dissertation. *Prerequisites: CP 961, CP 962; No Incompletes*

Dissertation Writing

CP 990, 15 Units

During this course, students assemble their dissertation committees, write their dissertation proposals, and complete the dissertation process. Students are required to complete all 15 units. This course may be taken concurrently with other courses. Additional fees are assessed for this course. *Pass/No Pass; No Incompletes*

Comprehensive Exam Portfolio

CP 989, 0 Unit

Upon completion of nine quarters of Ph.D. coursework, a student in good academic standing is eligible to take the Comprehensive Exam Portfolio. The Comprehensive Exam Portfolio is designed to assess student competencies in the area of each of the Program Domains with emphasis on depth psychological scholarship and clinical applications: Depth Psychological Clinical Practice and Depth Psychological Research and Scholarly Inquiry. Students must pass all components of the Comprehensive Exam Portfolio in order to advance in the Clinical Psychology Program to Dissertation Writing (CP 990) or Internship. Students must retake any failed portion of the Portfolio by the end of the fall quarter of the year in which the exam was administered. A student is eligible to take an academic tutorial in preparation for re-examination. If a student does not pass any aspect of the Comprehensive Exam Portfolio within two attempts he or she will be academically disqualified. *Pass/No Pass; No Incompletes*

SOCIAL JUSTICE AND SOCIAL ACTIVISM COURSES

Students are invited to develop theoretical and applied understanding of issues of social justice and social activism related to their practice as clinical psychologists. Although most courses include this emphasis as part of their disciplinary focus, a specific set of classes are designed to introduce students to critical engaged paradigms in depth psychology that stress their role as citizen-activists within and outside their profession. Attention to issues of oppression, marginalization, deconstruction, meaning, interpretation, decolonization, and liberation is especially highlighted throughout the following courses.

History of Depth Psychology and the Human Science Traditions

CL 819, 2 Units

This course is a scholarly historical introduction to the theories and traditions of depth psychology with an emphasis on the role that depth psychology attributes to the unconscious. Exploration of the sociocultural contexts of depth psychology in relation to myth, religion, philosophy, art and literature is explored. Particular attention is given to the historical origins of depth psychology in the works of Sigmund Freud and C.G. Jung, the traditions that followed, as well as contemporary developments in depth psychology.

Phenomenological Psychology: Theory and Practice

CL 917, 2 Units

This course provides a detailed theoretical and historical introduction to the clinical practice and research orientation of phenomenological psychology. Topics to be investigated include: the nature of psychological life; the structure of thought, emotion, and embodiment; the character of psychopathology; and the dynamics of psychotherapy. Phenomenological understandings of freedom, engagement, and meaning will be explored in light of their relationship to existential

philosophy, and in critical dialogue with both natural science psychology and depth psychology.

Social Foundations of Human Behavior
CL 800, 2 Units

This course explores human science approaches in social psychology--hermeneutic, existential-phenomenological, depth psychological, social constructionist, deconstructionist, and emergent systems as alternatives to the conventional natural scientific orientation in the field. Social psychology is first situated in relation to a critical appraisal of the underlying philosophical assumptions, models of science, and disciplinary goals of both human science and natural science approaches. Additionally, psychological understandings of social influence are utilized in the analysis of contemporary relationship between self, others, and the world. This includes the principles and theory of group formation and development, and impact of culture on group behavior. Current research findings in human science social psychology are emphasized.

Gender and Human Sexuality
CP 901, 1 Unit

This course will focus on cultural, historical, theoretical and clinical constructions of gender and sexuality. Biological and psychological as well as socio-cultural variables associated with gender, sexual identity, sexual desire, sexual behavior and disorders are discussed. Feminist, critical, cross-cultural and depth psychological lens will be applied within the material. The course meets the criteria set forth by the California Board of Psychology for training in Human Sexuality required for licensure.

Psychotherapy with Diverse Populations
CP 845, 2 Units

This course integrates multicultural, cross-cultural, historical, and critical psychotherapeutic traditions with emphasis on depth psychological multicultural theories and practices. Historical and current systems of oppression as well as therapist unconscious biases and projections in traditional clinical theory and practice are discussed. Distinct traditions of clinical care with individuals of different cultural backgrounds are introduced. Depth psychological concepts, such as the notion of an ethnic or minority unconscious, collective trauma, cultural complex, and projections are also explored.

Clinical and Social Theories in Depth Psychology
CP 799, 2 Units

This course utilizes a rotating schedule to introduce students to a wide range of topics relevant for psychological theory, practice and research with emphasis on theories critical to socio-political engagement and activism within and outside of clinical psychology. An interdisciplinary approach is applied to transformative practices, and community, diversity, and cultural issues. The goal of each course is to engage the students in a dialogue between their current clinical and research practices and depth psychological traditions that address vital global, community, and individual questions related to social justice and critical clinical care.

Archetypal Psychology I: Social Basis of Human Experience

CP 840, 2 Units

This course formulates a differentiated understanding of archetypal psychology as exemplified in the works of James Hillman. “Archetypal psychology,” according to Hillman, “can be seen as a cultural movement part of whose task is the re-visioning of psychopathology, and psychotherapy in terms of Western cultural imagination.” The theory and practice of archetypal psychology will be critically engaged by way of an in depth examination of seminal texts and key themes including soul, imagination, psychologizing, the anima mundi, polytheism, pathologizing, and character. Hillman’s contributions to critical and multicultural social psychology will be highlighted, including his concepts in regard to group behavior, social identity formation, and the complex interactions between the individual and the society.

Indigenous Approaches to Psychology

CP 803, 1 Unit

The course will introduce students to indigenous approaches to psychology, which emphasize integration of culturally grounded healing practices as well as traditions that address the psychological, physical and spiritual challenges faced by diverse individuals, families, and communities. Integrative views on mind-body-spirit will be discussed. The course will review this history and current practices employed by indigenous healers both outside and inside the U.S. Plant based psychopharmacological interventions are discussed in context of indigenous healing practices. The efficacy of alternative healing traditions will be explored in the context of marginalization of diverse forms of knowledge as well as current psychological practices that embrace liberatory and decolonial indigenous traditions.

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 105 quarter units to fulfill the unit requirement for the Ph.D. degree.
2. A minimum grade of "B" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must meet attendance requirements as articulated in the Student Handbook.
4. During the second year of coursework, students take a qualifying examination. An M.A. degree is awarded when the exam is passed, the faculty in-person evaluation is passed, and:
    a. 57 units of first- and second-year designated coursework have been successfully completed.
    b. Completion of 100 hours of practicum has been documented.

c. Documentation of 30 hours of personal therapy has been submitted.

5. In addition to completion of the M.A. degree requirements, in order to proceed with the third year of coursework, students must pass the Second Year Assessment for Program Advancement which encompasses a comprehensive review of coursework, annual evaluations, qualifying exam results (a minimum of 75% is required), advancement toward clinical practicum training goals, writing skills and readiness to conduct research.
6. Students must successfully pass the Comprehensive Portfolio at the end of the third year.
7. Students must submit and defend an original dissertation accepted by the faculty.
8. Students are required to complete a minimum of 1,000 hours of practicum and 1,500 hours of internship.
9. Students are required to complete a total of 60 hours of personal therapy.
10. Students must comply with all the policies and procedures articulated in the Student, Dissertation, and Clinical Handbooks.

CLINICAL TRAINING

A minimum of 1,000 hours of practicum and 1,500 hours of internship are required. Students will be placed in practicum in coordination with the Director of Clinical Training. Students must obtain Internship through a competitive application process. It is highly recommended that these internships be completed in a multidisciplinary setting offering a variety of training experiences. Pre-doctoral internship in clinical psychology is a supervised summative training experience, which integrates academic learning and previous applied clinical training at the practicum level. Upon completion of the academic program, comprehensive exam, dissertation, and 1,000 hours of practicum training, students in good standing are required to complete 1,500 hours of pre-doctoral internship in clinical psychology. **If available, students from California may participate in the California matching system for internships through the California Psychology Internship Council (CAPIC).** Candidates for internship must demonstrate readiness to apply for internship to the Director of Clinical Training.

For a full description of all requirements, consult the current edition of the Pacifica Student Handbook, the Clinical Training Handbook, and the Dissertation Handbook.

FACULTY MENTORSHIP

Each student is assigned a Faculty Advisor for mentorship throughout the program. Faculty Advisors meet regularly with their student advisees to monitor their academic performance, discuss research interests, oversee clinical development, assist with dissertation decisions, engage with students in regard to issues of social and ecological justice, and provide personal and professional support.

PREPARATION FOR CLINICAL PSYCHOLOGY LICENSURE

This curriculum may not meet all the requirements of each state for licensure in clinical psychology. Students seeking licensure in California will acquire doctoral training qualifying them to pursue licensure as a clinical psychologist in California; however, because requirements may change, students are responsible for maintaining awareness of licensure regulations by the state. Other students may need to meet additional licensure requirements in their home states and are likewise responsible for knowing their applicable state licensure requirements.

Psy.D. in Clinical Psychology

WITH EMPHASIS IN DEPTH PSYCHOLOGY

Currently not enrolling students in this program. There are no cohorts in coursework.

Following a practitioner-scholar model of training, this program represents Pacifica's commitment to grounding the principles and scholarship of depth psychology in clinical practice within community settings.

The Psy.D. Program's mission is to train clinical psychologists who can apply depth psychological knowledge and skills within diverse inter-professional practice settings. Community mental health practices in working with diverse communities are emphasized. The program seeks to develop clinical psychologists who are skilled in a broad range of clinical work, including psychotherapy, assessment, supervision, and consultation, as well as integrative approaches to health, which are informed and enriched by depth psychological perspectives. Pacifica seeks to train students toward an integration of broad and general knowledge in clinical psychology with scholarship on the unconscious and relational factors that motivate individual and collective behavior.

The program is rooted in clinical psychology offerings by Pacifica since the late 1980s. Thus, the program bridges the rich history of depth psychology with the contemporary world of clinical psychology. This practical integration emphasizes depth psychological perspectives within current areas of psychological studies such as relational approaches and attachment; evidence-based practices; integrative assessment; interpersonal neurobiology and biopsychosocial approaches to integrative health care; community-based practice approaches; and mental health public policy.

The curriculum reflects a commitment to bringing compassionate and socially responsible scholarship and values to the important questions posed by applied clinical psychology, including work with traditionally underserved individuals and communities. The program offers courses that provide foundational knowledge in psychology as well as those that focus on depth psychological treatments,

community mental health, diversity, and indigenous perspectives in psychology. The Psy.D. Program includes four years of coursework designed to teach increasingly complex, sequential, and integrative content, which serves as the building blocks of professional expertise in clinical psychology. The first two years include emphasis on knowledge and practice skills in such core topics as psychopathology, diagnosis, psychological testing and assessment, ethics, and research, including depth psychology approaches in these areas. We also offer training in integrative approach to health, treatment of trauma, indigenous approaches to mental health, gender and sexuality, treatment of substance abuse disorders and cultural diversity. The third and fourth years include increasing focus on advanced psychotherapy skills, with particular focus on psychodynamic, brief psychodynamic, Jungian, post-Jungian, and psychoanalytic approaches.

The Dissertation is embedded within the curriculum during third and fourth year of studies, which is designed to help students complete their degree in a timely way and be competitive for pre-doctoral internships.

Pacifica's Psy.D. Program offers a uniquely integrative and depth-focused education, which carefully preserves the importance of the role of unconscious life not only in clinical practice but also within larger community structures, while fostering education critical to a successful career as a clinical psychologist working in diverse inter-professional settings.

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 116 quarter units to fulfill the unit requirement for the Psy.D. degree. This is comprised of 107 academic units and 9 predoctoral internship units.
2. A minimum grade of "B" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must meet attendance requirements as articulated in the Student Handbook.
4. Students must successfully pass the Comprehensive Portfolio at the end of the third year.
5. Students must submit and defend an original dissertation accepted by the faculty.
6. Students are required to complete a minimum of 1,000 hours of practicum and 1,500 hours of internship.
7. Students are required to complete a total of 60 hours of personal therapy.

8. Students must comply with all the policies and procedures articulated in the Student, Dissertation, and Clinical Handbooks.

CLINICAL TRAINING

A minimum of 1,000 hours of practicum and 1,500 hours of internship are required. Students will be placed in practicum by the Director of Clinical Training. Students must obtain Internship through a competitive application process. It is recommended that internships be completed in a multidisciplinary setting offering a variety of training experiences. The choice of a culturally diverse site is encouraged. Psy.D. students are encouraged to have their accepted dissertation proposal and be demonstrating that they are making progress on their dissertation before starting an internship. For a full description of all clinical training requirements consult the current edition of the Clinical Training Handbook.

FACULTY MENTORSHIP

Each Student is assigned a Faculty Advisor for mentorship throughout the program. Faculty Advisors meet regularly with their student advisees to monitor their academic performance, discuss research interests, oversee clinical development, assist with dissertation progress, and provide personal and professional support, including in development of professional community engagement and activism. During the Dissertation phase of training, students' Dissertation committee Chair is assigned to serve as their Faculty Advisor in order to help students actively integrate their academic, clinical, activist, and dissertation aspects of their learning.

PREPARATION FOR CLINICAL PSYCHOLOGY LICENSURE

This curriculum may not meet all the requirements of each state for licensure in clinical psychology. Students seeking licensure in California will acquire doctoral training qualifying them to pursue licensure as a clinical psychologist in California; however, because requirements may change, students are responsible for maintaining awareness of licensure regulations by the state. Other students may need to meet additional licensure requirements in their home states and are likewise responsible for knowing their applicable state licensure requirements.

M.A. and Ph.D. in Depth Psychology

Offered with Three Options for Degree Specialization

Pacifica's Depth Psychology Program educates students in the history and lineage of depth psychology and explores the non-clinical frontiers of the field. While deepening their understanding of the roots and development of depth psychology, faculty, students, and alumni are also extending the field beyond the limits of clinical work and across the traditional lines of professional and academic disciplines.

The Depth Psychology Program offers incoming students three different options for degree specialization:

- **Jungian and Archetypal Studies (M.A. /Ph.D.)**
- **Community, Liberation, Indigenous, and Eco-Psychologies (M.A. /Ph.D.)**
- **Integrative Therapy and Healing Practices (Ph.D.)**

All students in the program share a core course of study in depth psychological theory, interdisciplinary studies, and depth psychological approaches to research. This includes theories from psychoanalysis, Jungian studies, archetypal psychology, and ecopsychology, as well as attention to dreamwork, somatic practices, and the mythopoetic imagination.

Each degree specialization blends the core curriculum with courses in the area of specialization, leading to a highly focused and innovative graduate education.

Specialization in Jungian and Archetypal Studies

This blended hybrid/low-residency program (DJA) and online program (DJO) affirms Pacifica's mission to tend soul through an in-depth engagement with the work of C.G. Jung and post-Jungian thinkers. It surveys Jungian and archetypal theories and practices most applicable to healing, transformation, self-expression, and the development of consciousness. Students critically evaluate both the limitations and the potentials of Jungian psychology in contemporary contexts, and work

together in a dynamic learning community to advance, apply, and imagine new extensions for these theories and practices in the world.

Specialization in Community, Liberation, Indigenous, and Eco-Psychologies

This specialization is creating a 21st century depth psychologically informed critical community psychology. To address the personal, community, cultural, and ecological challenges of our time, Euro-American depth psychological theories and practices are placed in dynamic dialogue with ecopsychologies, cultural studies, Indigenous, and liberation psychologies. Students become sensitive to the interdependence of individual, cultural, and collective dynamics, and to the arts and the imaginal as catalysts to vision and transformation. Praxis classes mentor students in creative approaches to working in organizations, non-profits, community groups, and educational settings. Community Praxis courses support students in pursuit of their distinctive areas of interest, applying theory and research capacities to deepen their engagement in activist and artivist scholarship and commitment to social, cultural, anti-racist, epistemic, linguistic, and ecological justice.

Specialization in Integrative Therapy and Healing Practices

This doctoral specialization cultivates an integrative approach to professional development in the healing arts informed by bridging multidisciplinary frameworks with depth psychological inquiry. Working with leading faculty, students in this program engage in a journey of personalized education that fosters advanced therapeutic skills and practices, alternative healing modalities, nonlinear paradigms, individual and group consultation skills, and which supports them in making important and original contributions to their fields.

M.A. /Ph.D. in Depth Psychology

Somatic Studies Specialization

Currently not enrolling students in this specialization. There are no cohorts in coursework.

The Somatic Studies specialization is uniquely grounded in the tradition of depth psychology with its emphasis on the unconscious, imagery, archetypes, and dreams. From that ground, students in the program explore the intersections between body and psyche, connect image to sensation through active imagination, and follow the dance of their dreams. They study the body's role in the process of individuation and consider how physical symptoms may speak for the soul.

From a somatic perspective, body experience is always understood holistically, as part of a larger context in which that experience becomes meaningful. For example, a particular sensation or body movement may be considered in relation to psychological issues, physical health, interpersonal relationships, social and cultural contexts, spirituality, and the environment. The program incorporates an interdisciplinary range of practices and perspectives, including neuroscience, cultural studies, somatic education, and the expressive arts. Students are drawn from similarly diverse backgrounds, including counseling, education, health care, bodywork, and dance.

Dissertation Writing

DPS 980, 15 Units

During this course, students assemble their dissertation committee, write the proposal, complete the dissertation process, and defend the dissertation in a public forum. This course may be taken concurrently with other courses. Additional fees are assessed for this course. *Prerequisites: DPS 932A, B, C; Pass/No Pass*

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 90 quarter units for the Ph.D. to fulfill the degree requirements for graduation. A minimum grade of C is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
2. Students must attend at least 2/3 of each course.

3. During the second year of coursework, students must pass a written comprehensive examination. The M.A. degree is awarded when the exam is passed and 48 units of first and second year coursework, and 50 hours of depth transformative practices are completed.
4. Students must petition to proceed with the third year. Faculty approval is based on a comprehensive review of coursework, exam results, writing skills, and readiness to conduct research.
5. Students must pass an oral examination at the end of the third year of coursework.
6. Students must submit and defend an original dissertation accepted by the faculty.

DOCTORAL DISSERTATION

The dissertation process involves the completion of Dissertation Development and Dissertation Writing courses. Students must have completed all requirements for the M.A. degree, passed the oral comprehensive examination and all pre-requisite coursework, and have an approved concept paper before enrolling in Dissertation Writing. The Dissertation Committee is comprised of a Chair, a Reader, and an External Reader. Each member of the committee must possess an earned doctorate based in part on a dissertation unless this requirement is waived by the Program Chair.

NOTE: The Depth Psychology Program and its specializations are designed to provide students with knowledge of theoretical traditions of depth psychology and its contemporary applications to personal, cultural, community, and ecological health and well-being. The program does not prepare students to become licensed or to practice psychotherapy. Although some students may wish to pursue licensure after gaining their doctorate in this program, the curriculum does not contain specific coursework aimed at any type of licensure, nor does it arrange or administratively support traineeships, pre- or post-doctoral internships, or other practice requirements related to licensure.

M.A. /Ph.D. in Depth Psychology

Jungian and Archetypal Studies Specialization

This rigorous, creative exploration of Jungian and archetypal psychology provides students with a range of theories, skills, and practices they can apply directly to their professional, personal, and creative lives, while addressing the collective challenges and opportunities at this moment in history.

For those called to explore the personal and collective psyche, this program of study provides a unique opportunity to engage with, apply, and advance depth psychological theories and practices within the Jungian and archetypal traditions. Building on the work of C.G. Jung and James Hillman, students consider approaches to the psyche that foster healing, transformation, self-expression, cultural advancement, and the development of consciousness.

The Jungian and Archetypal Studies specialization moves depth psychology from the clinical consulting room out into the wider world. By stimulating and supporting the scholarship and innovative research of students, the program promotes the task of advancing depth psychological ideas and practices as catalysts for individual and cultural transformation.

The faculty is comprised of esteemed international scholars with a broad range of areas of expertise. They introduce students to foundational theoretical constructs in the field while helping them to engage critically and imaginatively with the course material. The coursework itself is aligned with Jung's emphasis on the "ineluctable psychological necessity" of individuation, the process by which one might attain deep self-knowledge, further the development of consciousness, and better understand the unconscious factors shaping human experience.

Students in the Jungian and Archetypal Studies Specialization:

- Critically explore a range of topics central to our understanding of the role of the unconscious psyche in human experience, such as healing, myth, dream, art, soul, spirit, ecology, religion, creativity, personal transformation, individuation, the development of consciousness, and more.

- Deepen the capacity for imaginal, symbolic, mythic, critical, theoretical, and archetypal thinking and being in the world.
- Engage with the creative, dynamic unconscious in both its personal and collective dimensions.
- Hone the expression of their unique voice and vision through courses in research, writing, publication, and presentation.
- Study side-by-side with Jungian scholars and practitioners interested in envisioning new possibilities for extending contemporary thought and practices into the world.
- Read deeply and broadly from the *Collected Works* of C.G. Jung, Jung's *Red Book*, and other core texts in the depth psychological tradition.
- Evaluate the limitations and potentials of Jungian and archetypal psychology within contemporary contexts.

PROGRAM TRACKS

DJA: A BLENDED HYBRID LOW-RESIDENCY PROGRAM

This transformative and scholarly degree program takes advantage of online technology to allow students to work and learn in their home environments, while also taking part in engaged community sessions on Pacifica's Ladera Lane Campus. Classes begin online and meet during four-day residential sessions (Thursday, Friday, Saturday, Sunday) once per quarter. During these on-campus sessions, students have access to the Institute's extensive resources and are able to engage with their classmates and instructors face-to-face, combining lecture, discussion, and experiential and embodied learning. Residential sessions also allow time for exploration and community building.

DJO: ONLINE PROGRAM (Beginning Spring 2025)

While identical in content to the Jungian and Archetypal Studies hybrid low-residency track (DJA), the online track (DJO) will not require any attendance at residential sessions on campus. Students can progress through the transformative and scholarly content of the Jungian and Archetypal Studies program entirely online. Structured as 10 learning modules per quarter, each course will be delivered through recorded lectures, assigned readings, and discussion boards where students will engage with course content, their instructors, and cohort. In addition, each course requires online attendance at four live class sessions—two shorter sessions, one at the beginning and one near the end of each

quarter; and two longer weekend sessions on consecutive days about midway through each quarter. These sessions provide an opportunity for live instruction, discussion, and cohort interaction.

CURRICULUM OVERVIEW

FIRST YEAR

Introduction to Depth Psychology – DJA/DJO 700, 3 Units

Jungian Psychology: The Individuation Journey – DJA/DJO 720, 3 Units

C. G. Jung in Context – DJA/DJO 710, 3 Units

Dreamwork: Tending the Living Images – DJA/DJO 825, 3 Units

Archetypes: Universal Patterns of the Psyche – DJA/DJO 800, 3 Units

Indigenous Perspectives: Depth Psychology Beyond the West – DJA/DJO 735, 3 Units

Complexes: Jung's "Royal Road" to the Unconscious – DJA/DJO 810, 3 Units

Reflective Studies I: Foundations for Research – DJA/DJO 920, 3 Units

SECOND YEAR

Imaginal Ways of Knowing: Active Imagination, *The Red Book*, and Psychic Creativity – DJA/DJO 820, 3 Units

Archetypal Psychology – DJA/DJO 730, 3 Units

Depth Psychology and the Mythic Tradition – DJA/DJO 815, 3 Units

The Poetic Basis of Mind – DJA/DJO 870, 3 Units

Synchronicity and the New Sciences – DJA/DJO 855, 3 Units

Archetypal Cosmology and Astrological Hermeneutics – DJA/DJO 880, 3 Units

Psychological Types – DJA/DJO 835, 3 Units

Reflective Studies II – DJA/DJO 930, 3 Units

THIRD YEAR

Psychoanalytic Openings: Evolving Understandings of the Human Personality in Psychoanalysis and Analytical Psychology – DJA/DJO 740, 3 Units

Somatic Studies: The Psyche-Soma Connection – DJA/DJO 845, 3 Units

The Alchemy of Transformation – DJA/DJO 865, 3 Units

Depth Psychology and the Sacred: Approaching the Numinous – DJA/DJO 850, 3 Units

Technology and Psyche – DJA/DJO 882, 3 Units
Dissertation Development – DJA/DJO 950, 3 Units
Ecopsychology: The Psyche in Nature – DJA/DJO 860, 3 Units
Reflective Studies III – DJA/DJO 940, 3 Units

The program may, on occasion, replace any of the above courses with alternative courses, and the curriculum may vary depending upon evolving academic needs.

CONTINUING

Self-Directed Studies – DJA/DJO 970, 3 Units
Dissertation Writing – DJA/DJO 960, 15 Units
The required fourth and fifth years of study focus on reading, research, and dissertation writing.

TRADITIONS, THEORIES, AND TRAJECTORIES

This portion of the curriculum grounds students in the trajectory of depth psychology from its ancient roots to its modern manifestations. Students learn about the psychoanalytic, Jungian, post-Jungian, archetypal, and developmental lineages of depth psychology, paying special attention to the cultural and historical contexts in which they arose. Commentaries and critiques of these fields are discussed, and controversies are explored in order for students to develop a critical and reflective eye about depth psychology, both its strengths and its limitations.

Introduction to Depth Psychology
DJA/DJO 700, 3 Units

Although depth psychology formally began with the work of Freud, Adler, and Jung at the turn of the 20th century, it has multiple antecedents reaching far back into the history of human thought. This course serves as a general introduction to the background and fundamentals of depth psychology, helping to situate the field within an historical context and in relation to other areas of thought and the wider culture.

C. G. Jung in Context
DJA/DJO 710, 3 Units

In order to fully appreciate, understand, and critique Jungian psychology, it is necessary to understand the personal, social, cultural, religious, and historical context in which it arose. This necessarily entails studying the life and times of C.G. Jung himself, for as Jung knew, the psychology one professes can never be separated from the context and milieu of the psychologist.

Jungian Psychology: The Individuation Journey
DJA/DJO 720, 3 Units

The central process in Jungian psychology is the individuation process, which can be defined as the psyche's journey toward wholeness, an embodiment of the archetype of the Self. In Jungian psychology, this is done in large part by consciously engaging the opposites within the psyche, including the feminine and masculine principles, known as the anima and animus. This course explores the centrality of the individuation process to Jungian psychology, reviewing terms such as the ego-Self axis, the persona and the shadow, the transcendent function, and the personal and collective unconscious.

Archetypes: Universal Patterns of the Psyche
DJA/DJO 800, 3 Units

Considering first the place of archetypes in the history of the Western thought—especially Greek mythology, Platonism, and German Romanticism—this course then traces the evolution of Jung's understanding of the concept, drawing especially on *The Archetypes and the Collective Unconscious*. Students will explore a number of the major archetypes identified by Jung—including the shadow, anima, animus, rebirth, the wise old man, the mother, the hero, the spirit, the child, the trickster, and the Self—examining the evidence he gave in support of them from psychopathology, myth, religion, philosophy, literature, art, and culture. The course will also address the main characteristics of archetypes, and the different ways they can be conceptualized and described.

Archetypal Psychology
DJA/DJO 730, 3 Units

Archetypal psychology is one of the central strands of post-Jungian theory. As envisioned by its main proponent, James Hillman, it emphasizes the development of a mythic sensibility in confronting the complexity and multiplicity of psychological life. Students learn the history and central ideas of this psychology, and become conversant with its four basic moves: personifying, or imagining things; pathologizing, or falling apart; psychologizing, or seeing through; and dehumanizing, or soul-making.

Indigenous Perspectives: Depth Psychology Beyond the West
DJA/DJO 735, 3 Units

One of the principal reference points for the work of C. G. Jung is the psychology and worldview of the so-called "primitive," which influenced his conception of the collective unconscious, archetypes, and instincts, and the importance of myth, symbols, and dreams. While Jung valued indigenous perspectives, his understanding of them was prejudiced by a colonialist denigration of indigenous people as psychologically undeveloped, dominated by instinct, and less conscious and rational than the Western European. Indigenous Perspectives will take a decolonial approach to these prejudiced misrepresentations, and in contrast, will approach indigenous people as elders and partners in understanding the psyche—revisioning the basis and meaning of depth psychology beyond its Western origins and sources. In particular, indigenous views of human community

(living and ancestral), ritual, ecological interdependence, and the animating spirits of the psyche, technology, and cosmos will be explored as integral to an interrelational approach to life, the psyche, and wholeness that is critical to the future of depth psychology and to sustaining life on Earth.

Psychoanalytic Openings: Evolving Understandings of the Human Personality in Psychoanalysis and Analytical Psychology
DJA/DJO 740, 3 Units

The first conversation between Sigmund Freud and C.G. Jung lasted over 13 hours, and explored many places of convergence and divergence. In many ways, this conversation continues today, with places of convergence and divergence in post-Freudian and post-Jungian theory and practice. Students will study the psychodynamics of early development and psychopathology and examine the influence of the object-relations, self-psychology, and other modern psychoanalytic theories on contemporary Jungian theory and practice. More broadly, this course is concerned with changing perspectives on human nature and the evolution of depth psychology over the course of the last century.

The Alchemy of Transformation
DJA/DJO 865, 3 Units

When Jung realized that the arcane texts of alchemy symbolically portray the process of transformation inherent to individuation, he called it “a momentous discovery,” one that provided an historical precedent for his model of individuation and a framework within which to better understand his “confrontation with the unconscious.” This course explores Jung’s interpretation of alchemy through a detailed study of three volumes of his collected works: *Psychology and Alchemy*, *Alchemical Studies*, and *Mysterium Coniunctionis*.

Synchronicity and the New Sciences
DJA/DJO 855, 3 Units

Jung’s exploration of synchronicity or “meaningful coincidence” was of critical significance for him personally, preoccupying him throughout much of his life. Indeed, the concept of synchronicity is arguably among the most important and controversial theoretical contributions of his life’s work, with far-reaching implications not only for depth psychology, but for the basis of the modern Western worldview and our understanding of the nature of reality. In this course, students will examine the complex relationship between synchronicity and the so-called new sciences, including modern physics (relativity theory and quantum theory), systems theory, complexity and chaos theory, organicist biology, and the “new cosmology.”

PRINCIPLES AND PRACTICES

These courses focus on the ideas and principles primarily arising from the Jungian and archetypal traditions that are most applicable to working with the individual and collective psyche today. Here the psyche is envisioned as having mythological, spiritual, political, archetypal, creative, mystical, erotic, and embodied dimensions. Students are exposed to practices of working with these multiple dimensions of psyche, such as dreamwork, active

imagination, typology, authentic movement, art-making, and image work. Mentored by faculty and with the support of their peers, students are encouraged to adapt or refine these practices, or develop new practices most suited to their work in and with the world.

Complexes: Jung's "Royal Road" to the Unconscious
DJA/DJO 810, 3 Units

In his seminal essay "A Review of the Complex Theory," Jung calls complexes the *via regia*, or royal road, to the personal and collective unconscious. The course explores complexes on multiple levels—personal, familial, group, workplace, cultural, and political—looking at their phenomenology, their autonomy, and their biology. Jung's and Freud's relationship and subsequent separation will be viewed in light of the complexes that gripped the men, leading to a discussion of the relationship between the psychological theories we may develop or be drawn to and our personal complexes. Andrew Samuel's concept of the political psyche will be discussed, and the theory of cultural complexes laid out by Thomas Singer and Samuel Kimbles will be applied to a particular cultural or organizational group of interest to the student, and assessed for its efficacy in depotentiating the complex.

Depth Psychology and the Mythic Tradition
DJA/DJO 815, 3 Units

James Hillman wrote, "Psychology shows myths in modern dress and myths show our depth psychology in ancient dress." Understanding the connection between mythology and psychology, Jung argued that it is important to our psychological health to know the myth we are living. The course will focus on archetypal motifs in myths as they appear in our personal and collective psychological lives. Students will study Jungian and post-Jungian mythological theory and interpretation. In addition, they will critically review authors who have successfully brought the mythological psyche before the public eye, such as Joseph Campbell, Clarissa Pinkola Estes, and Marion Woodman.

Imaginal Ways of Knowing: Active Imagination, *The Red Book*, and Psychic Creativity
DJA/DJO 820, 3 Units

Active imagination is the name given to the technique Jung pioneered for working with unconscious material in the psyche, often through working with an image or through dialogue with an inner figure. *The Red Book* contains 16 years of Jung's active imagination within its covers, and thus is the text *par excellence* for exploring this powerful technique and its relationship to psychic creativity and consciousness.

Dreamwork: Tending the Living Images
DJA/DJO 825, 3 Units

Ever since Freud released *The Interpretation of Dreams* in 1900, these mysterious nocturnal visitors have been of seminal importance to the field of depth psychology. In this course, students learn historical and cultural approaches to dreams, and practice a variety of dreamwork methods including working

with dreams in groups, drawing upon Freudian, Jungian, post-Jungian, and archetypal theories.

Psychological Types
DJA/DJO 835, 3 Units

C. G. Jung is widely known for his theory of psychological types, the basis for the Myers-Briggs Type Indicator®. In this course, students learn about Jung's theory, including the rational and irrational functions, the eight modes of consciousness, and the importance of the emergence of the inferior function for individuation. Various methods of assessment are introduced and evaluated in light of their reliability and validity, ethical use, and contemporary and cross-cultural applicability. Attention will be paid to primary applications of typology as a tool for self-knowledge and increased understanding of others.

Somatic Studies: The Psyche-Soma Connection
DJA/DJO 845, 3 Units

Jung wrote, "The spirit is the life of the body seen from within, and the body the outward manifestation of the life of the spirit—the two really being one." This course explores this interrelationship between psyche and soma. Topics may include the body as shadow in depth psychology; the body as a site of trauma, healing, and contact with the divine; bodywork practices like dance, authentic movement, yoga, and breathwork; non-Western and indigenous healing traditions; the relationship of the body with the collective unconscious, including concepts like cellular memory, morphic fields, and archetypes as bodily-based inherited images; an exploration of various depth psychologists who have championed the importance of the psyche-soma connection; or the current interest in the intersection of neuroscience and psychology.

Depth Psychology and the Sacred: Approaching the Numinous
DJA/DJO 850, 3 Units

This course begins by contrasting Freud's and Jung's views on the psychology of religion. Though Freud was dismissive of religion, Jung explored it extensively from the beginning to the end of his life, arguing unequivocally for its psychological importance, going so far as to declare that all psychological problems are essentially spiritual problems which can be cured through an encounter with the numinosum, or god-image. This course focuses on the spiritual function of the psyche though key Jungian and post-Jungian works, exploring the variety of ways people approach and experience the divine.

Ecopsychology: The Psyche in Nature
DJA/DJO 860, 3 Units

As Jung saw it, "Natural life is the nourishing soil of the soul." In this course, students will explore archetypal and mythological motifs that emerge from the ensouled world, including differing natural landscapes and the animal world. The importance of place to the psyche will provide rich discussion material, including an observation of the natural world as it appears in our dreamscapes. Means of (re)connecting psyche and nature will be discussed, including traditional and contemporary wilderness

rites of passage and nature-based healing practices from indigenous cultures. This course also includes an experiential engagement with nature.

The Poetic Basis of Mind
DJA/DJO 870, 3 Units

This course addresses a pivotal dimension of archetypal studies, which Hillman called the poetic basis of mind, as well as the closely affiliated aesthetic dimension of soul. The topic requires attention to modes of expression characteristic of soul's interiority and to the style of language we employ in soulful writing, in order to catch psyche in the act. The course will forge connections between archetypal perspective and the work of poets, artists and visionaries of the instructor's choice.

Archetypal Cosmology and Astrological Hermeneutics
DJA/DJO 880, 3 Units

With connections to virtually every aspect of Jungian psychology, astrology was envisaged by Jung as an example of “synchronicity on a grand scale,” a form of divinatory practice, and a symbolic interpretive system for portraying and illuminating the workings of the psyche. This course critically considers Jung’s lifelong interest in and study of astrology, exploring its relevance to the traditions and future directions of depth psychology as a hermeneutic practice and archetypally informed cosmology.

Working with examples from religious and literary texts, individual experience (personality, biography), cultural history, and the arts, the course introduces astrology as symbolic approach to understanding the movements of the psyche. Students will learn to apply astrological techniques to inform the “archetypal eye” and consider astrology’s relevance to individuation and soul making as a form of spiritual practice and an aid to psychotherapy. The course traces the development of psychological and mythic approaches to astrology in the twentieth century, in relation to Jungian thought, and explores the emergence of the academic field of archetypal cosmology, with its roots in myth and Platonism and modern antecedents in archetypal and transpersonal psychology.

Technology and Psyche
DJA/DJO 882, 3 Units

Technology, the application of knowledge that leads to mechanical order, has determined the shape of modern existence. In the post-industrial Information Age, the artifacts of technology are less elective tools and more necessary facets of reality, giving rise to significant psychological implications. This course applies Jungian depth psychology to our relationship with machines. It engages topics such as the archetypal roots of invention, the coincidence of modern depth psychology and industrialization, the ties between automation and existential disorientation, and the overlap of postmodernism and the advent of cyberspace. Such topics background an exploration of the psychological impact of present and prospective innovations.

The goal of the course is to employ theories of the unconscious and the archetypal basis of mind in the

study of such pressing phenomena as artificial intelligence, living online, virtual and augmented reality, and posthumanism. Special emphasis is placed on exploring utopian and dystopian fantasies associated with these and other expressions of the urge to remake the world and redesign ourselves.

RESEARCH AND REFLECTION

The curriculum incorporates a number of courses specifically designed to cultivate essential skills in deep reflection, critical thinking, and research that prepare students for dissertation writing and their future vocations.

Reflective Studies I: Foundations for Research
DJA/DJO 920, 3 Units

This course introduces students to the distinctive theory and practice of research in depth psychology, with its unique demands-and rewards-that come from working in partnership with the autonomous psyche. This course raises the all-important question: if we take seriously the existence of the personal and collective unconscious, what are the implications for our research? Special attention is paid to the vocational and transferential aspects of research, as research is conceived as a path to both personal and collective healing and transformation. Students are introduced to the dissertation process at Pacifica, and begin exploring potential ideas for research topics and learning about a variety of qualitative research methodologies. The course encourages reflection in three main ways: students will integrate the coursework they have completed in the past, reflect on their learning process in the present, and articulate how they are being called to work with the material in the future. *Pass/No Pass*

Reflective Studies II
DJA/DJO 930, 3 Units

Taken in the final quarter of the second year, this course serves as the container for the written comprehensive examinations, which assess how well students have met the program's learning objectives. Students wishing to advance into the third year must meet the required standard of examination pass. In addition, during this course students make an oral presentation of a scholarly journal article developed from a term paper from a previous course, and then turn in the written article for formal evaluation. To take this course, students must have successfully completed six full quarters of coursework during the first two years of the program. *Prerequisite: DJA 920; Pass/No Pass*

Reflective Studies III
DJA/DJO 940, 3 Units

Taken in the final quarter of the third year of the program, this course serves as a container for the oral comprehensive examination where students articulate the conceptualization of their dissertations based on their concept papers (see Dissertation Development, below). During this course, students continue to develop their concept papers, incorporating faculty feedback from the oral examinations, as they submit their concept papers for final approval—a prerequisite for beginning dissertation writing. *Prerequisite: DJA 920, 930, 950; Pass/No Pass*

Dissertation Development

DJA/DJO 950, 3 Units

Writing a dissertation is arguably the most rigorous and ultimately rewarding work of any doctoral student's academic life. This course prepares students for the task, guiding them through the crafting of a research project, with the aim of developing a concept paper for approval in Reflective Studies III, the next quarter. In Dissertation Development, students learn how to navigate through the dissertation landscape, including forming a committee, organizing a project of such magnitude, and confronting psychological roadblocks along the way. *Prerequisite: Student must be in good academic standing and have successfully remediated all failing grades prior to beginning this course*

Dissertation Writing

DJA/DJO 960, 15 Units

During this course, the student assembles a committee, submits a proposal, writes the dissertation, and defends the dissertation in a public forum. This course traditionally follows the completion of all other coursework and successful completion of the comprehensive exams. However, a student who demonstrates readiness may choose to apply for this course while enrolled in regular coursework. This option requires approval from the Program Chair. Additional fees are required for this course. *Prerequisites: Successful completion of the three years of coursework and an approved concept paper; Pass/No Pass; No Incompletes*

Self-Directed Studies

DJA/DJO 970, 3 Units

The purpose of Self-Directed Studies is to allow students to explore areas of interest in depth psychology outside the boundaries of the curriculum. This may take the form of attending conferences, workshops, lectures, and/or seminars; engaging with an analyst or other practitioner/s for personal therapy or healing work; or seeking training in a modality that augments their practice of depth psychology. Students must complete a total of 30 hours and submit a reflective paper; this may occur anytime during the course of the program, and is required for the awarding of the Ph.D. All hours must be pre-approved through discussion with the program's self-directed studies coordinator. *Pass/No Pass*

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 90 quarter units for the Ph.D. to fulfill the degree requirements for graduation. A minimum grade of C is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
2. Students must attend at least 2/3 of each course.

3. During the second year of coursework, students must pass a written comprehensive examination. The M.A. degree is awarded when the exam is passed and 48 units of first-year and second-year coursework are completed.
4. Students must prepare and submit a scholarly article suitable for publication.
5. Students must pass an oral examination at the end of the third year of coursework.
6. Students must submit and defend an original dissertation accepted by the faculty.

COMPREHENSIVE EXAMINATIONS

The written exam is taken after successful completion of at least six quarters of the first two years of coursework. This exam is an evaluation of the student's understanding of the fundamentals of Jungian depth psychology and archetypal psychology covered during the first two years of the program, in accordance with specific program learning outcomes. The exam serves two main purposes:

1. To ascertain the student's readiness and ability to continue on into the third year of coursework, and, beyond this, to undertake dissertation work for the successful completion of a Ph.D.
2. To provide an opportunity for students to integrate and consolidate the first two years of coursework.

Jungian and Archetypal Studies doctoral students who have passed the written comprehensive examination are eligible to take the oral examination in the final quarter of the third year (in the summer or winter, depending on the track). The oral examination is the final evaluation of students' ability to integrate academic coursework, and it serves as partial fulfillment of the degree requirements. The purpose of this assessment is to raise critical questions pertaining to the proposed dissertation project. Students must successfully incorporate the critique of this consultation into their dissertation concept papers in order to be advanced to candidacy.

ADVANCEMENT TO DOCTORAL CANDIDACY

A student will earn the designation of "doctoral candidate" after he or she has successfully completed all coursework, passed written and oral comprehensive exams, and a dissertation concept paper has

been accepted by the Institute.

DOCTORAL DISSERTATION

The Depth Psychology Program has a Dissertation Handbook available online which includes a set of guidelines and forms for the dissertation process. Students must have passed their written comprehensive exam and an approved concept paper to register for dissertation writing.
In order to work with the dissertation committee, the student must officially enroll in the two consecutive academic year period of dissertation writing. This is often referred to as the two-year dissertation “clock.” To begin the dissertation clock, the student must: a) have completed their third-year coursework, b) have an approved concept paper, c) be in good academic standing and have no outstanding failing grades, d) submit a Dissertation Registration Form to the Dissertation Office by the registration deadline, and e) be in good financial standing with the Business Office.

NOTE: The Depth Psychology Program and its specializations are designed to provide students with knowledge of theoretical traditions of depth psychology and its contemporary applications to personal, cultural, community, and ecological health and well-being. The program does not prepare students to become licensed or to practice psychotherapy. Although some students may wish to pursue licensure after gaining their doctorate in this program, the curriculum does not contain specific coursework aimed at any type of licensure, nor does it arrange or administratively support traineeships, pre- or post-doctoral internships, or other practice requirements related to licensure.

M.A. /Ph.D. in Depth Psychology

Community, Liberation, Indigenous, Eco-Psychologies Specialization

This degree program specialization is a bold initiative to forge transdisciplinary and transformative approaches to some of the most critical personal, community, cultural, and ecological challenges of our time. Accomplishing this necessitates a radical engagement in re-conceiving psychology as a potentially liberatory and restorative force in society, one engaged in initiatives to promote social, economic, and environmental justice, peacebuilding, and ecological sustainability. The specialization is committed to the teaching and praxis of relational ontoepistemologies learned from Indigenous holitic cosmovisions and contributions from the Global South to address fragmented cultural and ecological connections caused by neoliberalism and to co-create alternatives to modernity that lead to the manifestation of decoloniality.

To study community and ecopsychology in the light of liberation and indigenous psychologies commits us to deeply explore and address the profound effects of injustice, violence, and exploitation on psychological, communal, and ecological well-being.

The curriculum places intercultural and decolonial approaches to depth psychological theories and practices in dynamic dialogue with ecopsychology, environmental justice, indigenous psychologies, critical community psychology, and psychologies of liberation from diverse localities around the world. Students gain an understanding of the interdependence of individual, community, cultural, and ecological well-being.

Coursework nurtures creative approaches to collaboration in organizations, non-profits, community groups, and educational settings. Through Community Praxis courses, students are supported in the pursuit of their distinctive areas of interest, and in strengthening their research and practice skills. Students are able to make their own significant contributions to the attainment of a just and sustainable world, in which—as Paulo Freire said— “it is easier to love.”

Revised 9/17/2024

Students in the Community, Liberation, Indigenous, and Eco-psychologies Specialization:

- Deepen insight about individual, group, and cultural life through the study of depth psychology
- Develop scholarly and creative writing skills
- Learn innovative and historical approaches to trauma healing, restorative justice, ecological sustainability, community building, economic justice, forced migration, alternatives to violence, anti-racism work, peacebuilding, and reconciliation
- Practice participatory action research and program and organizational evaluation, while deepening ethical discernment on issues of power and privilege
- Train in a wide variety of group approaches to cultural and ecological work
- Heighten sensitivity to the imaginal, the metaphorical, and the mythical
- Develop the capacity to teach in academic and community learning environments
- Apply insights to leadership positions in a wide variety of professions, including the following: health services; youth, adult, and alternative education; organizational development and transformation; prison reform and restorative justice initiatives; non-profits and non-governmental organizations; social justice, advocacy, and grass roots coalitions; arts-based community building; trauma healing; anti-racism work; and environmental justice and sustainability

CURRICULUM OVERVIEW

Classes for the Community, Liberation, Indigenous, and Eco-Psychologies specialization take place in nine three-day sessions (Monday, Tuesday, Wednesday), approximately once each month during fall, winter, and spring (October to July). In the first and second summers, students complete fieldwork and research in their home communities or other off-campus sites. In the third summer and subsequent year(s), students are involved in writing their dissertations in their home communities.

FIRST YEAR

Fall

Introduction to Decolonial Depth Psychology – DPC 730, 2 Units
Introduction to Critical Community Psychology – DPC 700, 2 Units
Performance Ecologies I – DPC 873, 2 Units

Circle Practices – DPC 871, .67 Unit

Winter

Psychologies of Liberation – DPC 781, 2 Units

Critical Community Inquiry – DPC 872, .67 Unit

Indigenous Psychologies I – DPC 710, 2 Units

Performance Studies: Collective Creation and Community Based Performance for Social Transformation – DPC 895, 2 Units

Spring

Jungian Psychology – DPC 761, 2 Units

Foundations for Research in Depth Psychology: Participatory and Qualitative Inquiry – DPC 881, 2 Units

Ecopsychology I: Earth Democracy – DPC 732, 2 Units

Community Dreamwork – DPC 874, .66 Unit

Community Praxis Preparation I – DPC 783A, 1 Unit

Summer

Community Praxis I – DPC 783, 4 Units

SECOND YEAR

Fall

Archetypal Psychology – DPC 762, 2 Units

Reflexive Community Praxis I – DPC 880, 2 Units

Depth Psychology of Violence and its Prevention – DPC 731, 2 Units

Practicing Decoloniality and Anti-Racism – DPC 926, .67 Unit

Winter

Hermeneutic and Phenomenological Traditions – DPC 991, 2 Units

Liberation Studies and Action – DPC 965, 2 Units

Indigenous Psychologies II – DPC 860, 2 Units

Restorative Justice – DPC 875, .67 Unit

Spring

Community Program and Organization Evaluation – DPC 879, 2 Units

Ecopsychology II: Environmental and Earth Justice – DPC 847, 2 Units

Special Topics in Liberatory Qualitative Inquiry – DPC 930, 2 Units

Community Praxis Preparation II – DPC 883A, 1 Unit

Performance Ecologies II, DPC 889, .66 Units

Summer

Community Praxis II – DPC 883, 4 Units

Depth Transformative Practices – DPC 997, 0 Unit

THIRD YEAR

Fall

Participatory Research Practicum: Creating an Interpretive Community – DPC 990, 2 Units

Reflexive Community Praxis II – DPC 890, 2 Units

Social Network Analysis – DPC 878, 1 Unit

Decolonial Philosophy – DPC 925, 1.66 Units

Winter

Advocacy and Policy Development – DPC 886, 2 Units

Psychosocial and Collective Trauma – DPC 923, 2 Units

Reconciliation and Peacebuilding – DPC 740, 2 Units

Dissertation Development I – DPC 932A, .67 Unit

Spring

Critical Topics in Depth Psychology – DPC 963, 1 Unit

Critical Topics in Liberation Psychology – DPC 964, 1 Unit

Decolonizing Pedagogies – DPC 992, 2 Units

Critical Topics in Environmental Justice – DPC 832, 1 Unit

Dissertation Development II – DPC 932B, .67 Unit
Critical Topics in Indigenous Psychologies – DPC 861, 1 Unit

Summer

Research Writing: Conceiving the Dissertation – DPC 933, 5 Units

Continuing

Dissertation Writing – DPC 980, 15 Units

This curriculum may vary depending upon evolving academic needs. The required fourth and fifth years of study focus on reading, research, and dissertation writing.

TRADITIONS, LEGACIES, AND CRITICAL TOPICS OF DEPTH PSYCHOLOGY

This portion of the curriculum grounds students in the psychoanalytic, Jungian, archetypal, and phenomenological lineages of depth psychology, as well as in the contemporary flowering of these traditions that aid cultural, community, and ecological understanding and transformation.

Introduction to Decolonial Depth Psychology
DPC 730, 2 Units

This introductory course explores the theoretical and practical links among the four major concentrations of the CLIE program: community psychology, indigenous psychologies, liberation psychologies, and ecopsychologies. Emerging critical philosophies of decoloniality and complex living systems from Africa and the Americas help to place the evolution of historical paradigms through which these psychologies have been understood as separate and dissociated in the past, and connected and interdependent in the present. Depth psychological theories and practices are also placed in historical and cultural perspective, emphasizing symbolic, creative, and healing dimensions of the work. Finally we will sort through how we are implicated in current First Nations activist demands for climate justice, sustainability, and defense of the earth.

Jungian Psychology
DPC 761, 2 Units

The basic concepts of Jung's late work such as the psychoid, synchronicity, spirit, psychological rebirth, collective consciousness, and the transcendent function will be explored in relation to the cultural context of his time and our own. We will analyze the links between Jung's work and indigenous epistemologies and ontologies, contemporary biological theories, community-building, and current emergent social and political trends.

Archetypal Psychology

DPC 762, 2 Units

Archetypal psychology, as envisioned by James Hillman, moves beyond clinical inquiry and locates its identity within the Western imagination, finding affiliation with the arts, culture, and history of ideas. Its central aim is the appreciation and development of soul through the cultivation of the life of the imaginal. We investigate the history and central ideas of this rich psychological perspective, focusing on concepts such as archetype, image, seeing-through, and the soul of the world, *anima mundi.*

Critical Topics in Indigenous Psychologies

DPC 861, 1 Unit

This course offers an exploration of critical topics currently facing Indigenous communities, such as sovereignty, social and economic justice, water and land rights, and the preservation and resurgence of traditional spiritualties, and relational practices. Students will study Indigenous philosophies and generative methodologies that offer alternative approaches to environmental and human rights organizing.

Psychosocial and Collective Trauma

DPC 923, 2 Units

The effects of many forms of collective woundings have been assimilated into medicalized and individualized diagnoses and psychological treatment models that are divorced from the historical and cultural contexts in which they occur. This has given rise to a vast literature on individual trauma and PTSD. Liberation psychology critiques this approach to disruptive events and calls attention to “collective” or “psychosocial trauma.” This course contextualizes the misery that is experienced in the face of destructive conditions and events that affect whole groups and communities. This approach will help us to understand the experiences of marginalized groups that have been historically written out of individualized trauma theories, those who feel "misnamed" by such theories, and the unique political contexts that give rise to these interactions.

Community Dreamwork

DPC 874, .66 Unit

This class will reclaim dreams as a community resource and practice methods (i.e., social dreaming, cultural dreaming, dream theater, communal vision questing) that allow us to hear the metaphorical resonance between dreaming and waking life, and to widen our perception to include the imaginal.

Depth Transformative Practices

DPC 997, 0 Unit

Various schools of depth psychology have created therapeutic contexts for personal transformation and/or healing. These practices are related to transformative rituals and rites across cultures and history. Ecological, cultural, and organizational work have also created transformative practices. During the first two years of the program, students are expected to engage in a minimum of 60 hours of depth transformative practice within a relational context. Latitude is given to students to choose the

form of this practice in accordance with their needs and interests. Examples of such practice may include, but are not limited to, individual depth psychotherapy, group dialogue work, community theater, facilitated vision questing, rites of passage, arts-based community work, appreciative inquiry. Students are invited to use this requirement to gain experience and further training in a group or community modality they hope to use in their work. Students are required to submit a proposal in advance of beginning and a log recording the hours they complete. *Pass/No Pass*

Decolonial Philosophy
DPC 925, 1.66 Units
This introduction to decolonial philosophy leads to the questions of the coloniality of temporality and aesthetic experience that underlies the colonizing of imaginaries. Beneath the political, social, economic, and military domination of the colonized exists the colonization of the consciousness of the colonized. This course exposes aesthetic and affective dimensions of decolonial struggle and opens towards poietic engagements of the lives, histories, and senses of being of the excluded and colonized.

Critical Topics in Depth Psychology
DPC 963, 1 Unit
Depth psychological theories and practices are placed in dynamic dialogue with ecopsychology, psychologies of liberation, and cultural studies from diverse cultural settings as we create a critical depth oriented community psychology for the 21st century. Contemporary work in Freudian, Jungian, archetypal, and phenomenological schools is explored, enabling students to begin to place their own evolving scholarship in dialogue with the frontiers of depth psychology.

CRITICAL COMMUNITY, LIBERATION, INDIGENOUS, AND ECO-PSYCHOLOGIES
These courses enlist us to create a depth psychologically informed critical and liberatory community and ecopsychology for the 21st century. Community liberation, Indigenous, and eco-psychologies are placed in conversation with decolonial depth psychology to explore the interface between psyche, culture, and nature, as we seek to create paths for psychological, community, cultural, and environmental well-being.

Introduction to Critical Community Psychology
DPC 700, 2 Units
Students will be introduced to the history of community psychology and the application of critical theory and decolonial studies to examine its concepts, methodologies, and frameworks within diverse socio-cultural, economic, and political contexts (i.e., social and human services, schools, youth development, the health care system, non-governmental, governmental, and community-based organizations). The process and outcome of the community mental health movement will be examined, showing how a depth psychological understanding of community assets and stressors, coping strategies, social networks and social support contributes to the application of community-based approaches to holistic community health and

wellbeing. Discourse on key concepts such as coloniality, oppression, social class, ethnicity and racism, social, epistemic, linguistic, and ecological justice, and social change will lead to the acquisition of practical skills in assessing community wellbeing and in utilizing lessons learned for social change and policy development. Students will co-construct a decolonial community psychology that is polyvocal, pluriversal, and imagines community praxis in a different way(otherwise).

Psychologies of Liberation

DPC 781, 2 Units

This course explores psychologies that attempt to understand and address the impact of colonialism and coloniality on individuals, communities, and eco-systems. Beginning with Fanon and Memmi's descriptions of the impacts of colonial violence, racism, and exploitation, we locate the legacy of colonialism and neoliberal globalization in the contemporary world and in our own local communities and relationships. Through Freire and Martín-Baró, we enter liberation psychology in the Latin American context, and explore the development of critical consciousness, critical dialogical pedagogy, prophetic imagination, and actions-in-solidarity to transform oppressive structures and to create libertory environments and public homeplaces. Our shared undertaking is to explore the possible roles of liberation psychologies in the healing of the sequelae of collective traumas, in the understanding and addressing of their roots, and in the co-creation of sustainable, just, and dynamically peaceful communities.

Indigenous Psychologies I

DPC 710, 2 Units

This class will highlight the historical, social/cultural, and psychological risk factors that Indigenous people experienced on contact with colonial settlers. Definitions of these will also be included to see variations through an Indigenous cultural lens and the impact on behaviors related to traditions, ceremonies, and way of life. Discussion will include psychological worldviews, Indigenous ways of thinking, and traditional knowledge shared by Indigenous scholars and elders. This will include the process and parts of stories shared by the keepers of Indigenous knowledge. In addition, this class will present an overview of modern Indian psychology and methodology, as well as Indigenous healing definitions. Ceremonies of Awakening are reviewed in relation to dreams, therapist and shaman parallels, and spiritual power.

Indigenous Psychologies II

DPC 860, 2 Units

Psychological knowledge with scientific ambitions has primarily emerged in the Western World. New movements around the world are seeking to create ownership of knowledge in an expanded sense as a means of liberation from centuries of intellectual imposition maintained by hegemonic regimes of truth. Systems of scientific knowledge were built in the Western hemisphere to erase Indigenous knowledge through the colonization and imperialistic exploitation of lands and peoples. Evidences of the devastating pervasive impacts of these Western colonial systems are epistemicide, ecocide, and

genocide of many Indigenous cultures. However, Indigenous cultures are still thriving, resisting colonial impositions in knowledge and being, and planting seeds of hope and liberation proposing holistic cosmovisions that delink from the Anthropocene.Indigenous movements have sprouted everywhere. One of them is Indigenous psychologies that are proposing emic versus colonial-etic research, decolonial epistemologies, axiologies, methodologies based on Indigenous cosmogonies to co-construct knowledge "otherwise." These movements are furnishing the making of a promising Indigenous psychologies that can address the numerous challenges of our time such as continued colonization, racism, war, militarization, violence, and the desecration of the environment (ecocide)—to name a few. This course addresses the plurality of perspectives and voices representing decolonial analyses of psychological phenomena in diverse geopolitical settings. Students critically apply Indigenous Psychologies' methodologies, tools, and approaches to dismantle the interplay of intersubjective relationality and intersectionality in the understanding of psycho-cultural phenomena. The interaction of self-subject-culture-polis-ecology will be used to co-construct a pluriversal decoloniality in Zapatistas' own words: "in a world where many worlds fit."

Reflexive Community Praxis II

DPC 890, 2 Units

In this course students continue to reflect critically on and present orally and visually their second community praxis projects by applying theories informed by analyses of intersectionality and coloniality. They examine how depth, community, liberation, Indigenous, and eco-psychologies oriented their work, what their projects can contribute to these disciplines, their methodological choices, and how these impacted data analysis, findings, and theory building. Data analyses methodologies are applied to stories and images gathered in praxis projects. Scholarly and participatory dissemination venues are practiced, such as oral presentation, development of conference posters, creation of digital presentations, and various publication venues.

Liberation Studies and Action

DPC 965, 2 Units

Roderick Watts coined the term "liberation studies and action (LiSA)," reminding liberation psychologists that psychology is not sufficient for the challenges we face. We need to work in a transdisciplinary manner (i.e., arts, spirituality, economics, history, philosophy, civil resistance) to create the social movements that are needed to achieve greater justice, dynamic peace, and sustainability. This course will distill lessons learned from liberatory social movements that can be used in our current and future work.

Depth Psychology of Violence and Its Prevention

DPC 731, 2 Units

With the hope of deepening our capacities for the prevention of violence, we will explore the relationship between structural, intrapersonal, and interpersonal violence in a variety of cultural settings,

and the psychological theories that account for it. Innovative community and ecological approaches to violence reduction programs will be presented.

Ecopsychology I: Earth Democracy
DPC 732, 2 Units

Ecopsychology is an important corrective to Western psychology by underscoring what many other societies have understood: that our human selves are part of a vast nexus that includes not only other selves, but animals, plants, earth, water, and sky. Ecopsychology helps us to rethink nature and psyche at once and together, and to illuminate our place as humans within the surrounding environment. Environmental justice helps us to focus not only on nature's effects on us as humans, but on humans' destructive effects on nature and the disproportionate distribution of these effects to marginalized (or disenfranchised) communities. These foundations help us to live and work to create what Vandana Shiva has named as Earth democracy, where economic justice and environmental responsibility supplant greed and violence.

Ecopsychology II: Environmental and Earth Justice
DPC 847, 2 Units

Ecopsychology introduces into Euro-American psychology knowledge common to Indigenous environmental justice leaders and their communities: the idea that all living beings are part of a complex web of interconnection, and that culturally embedded strategies for ecological sustainability are critical to the Earth's future. Knowledge in this area can provide insights and opportunities for dialogue with Westernized modes of thought that not only separate humans from other-than-human nature, but segregate some communities from others and needed resources, disproportionately exposing them to toxicities, and other forms of violence. This course connects structural violence imposed on human communities with violence against other-than-human nature, emphasizing the role of racial disparities, neoliberal corporate and state interests in undermining local economies and ecologies, and environmental and earth justice movements that address this destruction.

Critical Topics in Environmental Justice
DPC 832, 1 Unit

This course explores ecopsychological approaches to selected environmental issues, such as climate change, environmental justice, interspecies communication, sustainability, addiction to consumerism, and the human/earth interface.

Critical Topics in Liberation Psychology
DPC 964, 1 Unit

This course offers theoretical and experiential study of various participatory, dialogical, and restorative approaches being developed throughout the world to foster critical consciousness, build community, reconcile divisive differences, heal community trauma, transform oppressive social conditions, and imagine utopic possibilities.

Decolonizing Pedagogies

DPC 992, 2 Units

In this culminating course, students create their philosophies of teaching, and then embody them as they teach the work that draws them into their dissertations and professional work beyond the dissertation. This course fulfills the oral exam requirement. *Pass/No Pass*

APPROACHES TO GROUP AND COMMUNITY PRACTICE

These didactic-experiential classes introduce students to a variety of dialogical, somatic, and arts-based approaches to community issues and dynamics, building capacities to listen across differences, creatively address conflict and division, create pathways to individual and community healing in the aftermath of trauma, and to rehearse for desired futures.

Circle Practices

DPC 871, .67 Unit

Circle practices build on ancient traditions of cultures around the world. They draw upon rituals of coming together as a community, listening to one another, weaving appreciative relationships, honoring the contributions of all participants, and strengthening the collective responsibility to the group. Attention will be given to the application of circle practices in educational, community, and organizational environments. *Pass/No Pass*

Critical Community Inquiry

DPC 872, .67 Unit

In this experiential course, students will be introduced to collective processes for group inquiry. Practices are rooted in critical feminisms, critical race and queer theories, and Indigenous epistemologies to address conflict and community transformation.

Performance Ecologies I

DPC 873, 2 Units

This course exposes students to an array of performance methodologies and techniques to think critically about and apply the powerful agency of performance in creative settings such as, theater, dance, music, visual arts, education, community activism, and sovereignty movements worldwide. Students will engage in contemporary approaches to create and analyze collaborative performances within ecological, historical, and sociopolitical contexts and their enactments in everyday life.

Performance Ecologies II

DPC 889, .66 Unit

This course expands the work of Performance Ecologies I to deepen student theory and application of performance methodologies and techniques.

Restorative Justice

DPC 875, .67 Unit

From Gacaca rituals in Rwanda to juvenile restorative justice courts in the U.S., people are exploring both old and new alternatives to retributive justice. In the hope of re-including perpetrators into

the human community, practices are developed to share the effects of the action in question and to search for ways to make human recompense, opening the path for forgiveness, mutual understanding, and community inclusion.

Reconciliation and Peacebuilding

DPC 740, 2 Units

This course explores how cycles of revenge can be interrupted, as well as how efforts of reconciliation and reparation in post-conflict situations can pave the path to ongoing and sustainable peace. The limits of peacebuilding in the aftermath of violent conflict will be confronted.

Performance Studies: Collective Creation and Community Based Performance for Social Transformation

DPC 895, 2 Units

This course introduces students to a range of perspectives on popular, community based, collective, activist, and experimental performance practices in order to consider the transformative potential of cultural production. Approaching performance as both an object and method of inquiry, students will gain familiarity with some of the embodied practices and representational politics of arts-based activism, collective movement building, and ensemble-based devising.

COMMUNITY PRAXIS AND PARTICIPATORY RESEARCH

Through participatory and dialogical research and praxis, students learn how to apprentice to community groups and issues, to be a witness to the ongoing work of such groups, to work collaboratively toward mutually desired transformations and actions, and to evaluate to what extent these goals have been reached. Research approaches—such as hermeneutic, phenomenological, critical, art-based, participatory action, and feminist—enable students to deeply engage a group's questions and concerns, while deepening ethical discernment around issues of power and privilege and the impacts of ongoing coloniality to propose actions toward decoloniality.

Community Praxis Preparation I

DPC 783A, 1 Unit

This course is an introduction to DPC 783 where students work with a Community Praxis advisor to discern their summer externship and develop a proposal. *Pass/No Pass; No Incompletes*

Community Praxis Preparation II

DPC 883A, 1 Unit

This course is an introduction to DPC 883 where students work with a Community Praxis advisor to discern their summer externship and develop a proposal. *Pass/No Pass; No Incompletes*

Foundations for Research in Depth Psychology: Participatory and Qualitative Inquiry

DPC 881, 2 Units

Students are introduced to a set of theoretical frameworks and methodological tools to engage in qualitative inquiry in community and ecological settings. The participatory research paradigms

presented draw on standard qualitative methods, along with Indigenous, visual, arts-based, participatory, and emergent methodologies. Stated inquiry goals to address the disruption of social, economic, and environmental injustice and coloniality. Research design within this framework requires that inquiry be conducted collaboratively with community members, to foster individual and group self-reflection, and to value and share local knowledge sources and strategies for social transformation.

Community Praxis I

DPC 783, 4 Units

This summer externship helps students to create a bridge from their growing theoretical knowledge of depth, community, indigenous, and liberation psychologies to developing community praxis that support well-being, ecological sustainability, and liberation. Through participatory work with projects connected to a contemporary cultural, community, or sociopolitical issue that interests them, students explore and practice applications of theoretical and experiential learnings from all areas of the curriculum. *Prerequisite: DPC 783A; Pass/No Pass*

Community Praxis II

DPC 883, 4 Units

In this externship students either return to the site of their first Community Praxis or choose a new one. Some projects may involve the student in the ongoing work at that site; some may involve work that is initiated by the student through participatory methodologies. Students are encouraged to engage in pilot research to practice methodological skills that will assist them in future research. Through engagement and solidarities with the community or group where they are working, students may generate research questions that can be explored using various qualitative, arts-based, post-qualitative, indigenous, and participatory approaches. *Prerequisite: DPC 883A; Pass/No Pass*

Reflexive Community Praxis I

DPC 880, 2 Units

Students critically reflect on and present orally and visually their community praxis projects considering impacts through the application of theories informed by analyses of intersectionality and coloniality. They examine how depth, community, liberation, Indigenous, and eco-psychologies oriented their work and what their projects can contribute to these disciplines. Scholarly and participatory analyses of praxis projects are explored, including approaches to oral presentation, development of conference posters, creation of digital presentations, as well as various publication venues.

Hermeneutic and Phenomenological Traditions

DPC 991, 2 Units

This course introduces students to hermeneutics and phenomenology, two broad philosophical traditions that underlie the theory and practice of research in depth psychology. Historical, conceptual, and methodological foundations of both traditions are examined. Critical problems and conundrums in the theory and practice of hermeneutics and phenomenology are addressed,

as well as cultural and ethical perspectives and implications. Students gain hands-on practice in doing decolonial phenomenological analysis and feminist voice-centered analysis.

Social Network Analysis
DPC 878, 1 Unit
Students will learn the theory and methodological approaches to conduct Social Network Analysis. They will learn how to assess group and community relations and to determine pathways to improve community health, identifying key organizational and community assets to design and evaluate community and group interventions.

Advocacy and Policy Development
DPC 886, 2 Units
This course will focus on processes and outcomes of community advocacy that address policy development for sustainable systems change. Students will learn skills in analyzing the social, cultural, economic, and ecological impacts of policies. Strategies and interventions that mobilize communities to participate in advocacy and policy development from the bottom up will be highlighted. Further, students will understand, analyze, and evaluate diverse procedures such as rapid response briefs, bills, and ordinances to influence legislation. Depth psychological factors that influence community mobilization will shed light into conscious and unconscious dynamics that emerge in the process of coalition and partnership formations to effect sustainable policy change. Important lessons learned from community case studies will bring these strategies and techniques into real life scenarios from which students will learn how to apply skills to influence policy development for social and environmental justice.

Community Program and Organization Evaluation
DPC 879, 2 Units
Students will learn to conduct community program and organizational evaluations using empowerment and participatory frameworks, as well as other types of evaluation data to determine processes and outcomes of interventions and collective action. Students will learn to interpret results and apply lessons learned for community and organizational growth and development. Particular emphasis will be given to the importance of worldview and political ideology in addressing evaluative inquiry and the framing of a participatory and empowering evaluation approach. Students will learn to design evaluations, develop evaluation plans, and align evaluation questions to program and organizational learning needs. In addition, students will learn to conduct needs assessments, define and prioritize program goals and objectives, and develop procedures and techniques to identify evaluation data sources and target population. Emphasis will be placed on participatory and empowerment evaluation approaches that increase program sustainability.

Practicing Decoloniality and Anti-Racism
DPC 926, .67 Unit

This course will examine theories of decoloniality and analyze how they could be applied in various community contexts, including that of American education. We will develop effective practices of decoloniality, anti-racism, and resistance to modernist paradigms. Participants will work on recognizing racist micro-aggressions. As a group, we will discover ways to become transformative witnesses and accomplices, rather than bystanders to multi-level structural systems of oppression.

Special Topics in Liberatory Qualitative Inquiry
DPC 930, 2 Units

This course will explore current and emergent areas in qualitative inquiry, including new empiricisms, art-based methods, and Indigenous methodologies. Students will engage in practicum projects to develop theorization, data collection and analysis skills, with an emphasis on liberatory goals.

Participatory Research Practicum: Creating an Interpretive Community
DPC 990, 2 Units

Students will work with a variety of qualitative interpretive frameworks, including visual, participatory action research, and thematic analysis, in order to learn how to strengthen their data collection skills. Students will apply various methodological approaches that promote participation, inclusion of diverse and conflicting voices and worldviews, and crystallization of data interpretation. By engaging together in research, students will deepen their sensitivity to ethical issues and the impact of social location within the structural factors that continue to maintain coloniality on data collection and interpretation, as well as practice strategies in the analysis of their own experiences. Students will learn how to use research results for transformative social change. Emphasis will be given to the importance of "giving psychology away" throughout the research process and in developing research products for community use and sustainable systems change.

Dissertation Development I
DPC 932A, .67 Unit

The Dissertation Development three-course sequence provides the framework for writing the Concept Paper, which serves as the basis for the dissertation proposal. The focus of the first course is on crafting a research question/area, establishing the purpose of the research, and drafting a literature review. *Pass/No Pass*

Dissertation Development II
DPC 932B, .67 Unit

Students design a research methodology and ethical procedures for addressing their research question. *Prerequisite*: *DPC 932A; Pass/No Pass; No Incompletes*

Research Writing: Conceiving the Dissertation
DPC 933, 5 Units

This course is designed for the completion and approval of the concept paper. Students refine their research question and literature review, and hone

their methodology for submission of a final concept paper. *Prerequisites*: *DPC 932A, DPC 932B; Pass/No Pass*

Dissertation Writing
DPC 980, 15 Units
During this course, students assemble their dissertation committees, write their proposals, conduct their research, complete the dissertation process, and defend their dissertations in a public forum. This course may be taken concurrently with other courses. Additional fees are assessed for this course. *Prerequisites: DPC 932A, DPC 932B, DPC 933; Pass/No Pass; No incompletes*

Current Topics in Community, Liberation, Indigenous, and Ecopsychologies I
DPC 891, .67 Unit
This course will explore current topics within Community, Liberation, Indigenous, and Ecopsychologies. *Pass/No Pass*

Current Topics in CLIE Ia
DPC 891a, .66 Unit
This course will explore current topics within Community, Liberation, Indigenous, and Eco-psychologies. *Pass/No Pass*

Current Topics in Community, Liberation, Indigenous, and Ecopsychologies II
DPC 892, 1 Unit
This course will explore current topics within Community, Liberation, Indigenous, and Ecopsychologies.

Current Topics in Community, Liberation, Indigenous, and Ecopsychologies III
DPC 893, 1.33 Units
This course will explore current topics within Community, Liberation, Indigenous, and Ecopsychologies.

Current Topics in Community, Liberation, Indigenous, and Ecopsychologies IV
DPC 894, 2 Units
This course will explore current topics within Community, Liberation, Indigenous, and Ecopsychologies.

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 90 quarter units for the Ph.D. to fulfill the degree requirements for graduation. A minimum grade of C is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
2. Students must attend at least 2/3 of each course.

3. During the second year of coursework, students must pass a written comprehensive examination. The M.A. degree is awarded when the exam is passed and 50 units of first and second year coursework and fieldwork, and 60 hours of depth transformative practices are completed.
4. Students must petition to proceed with the third year. Faculty approval is based on a comprehensive review of coursework, exam results, writing skills, and readiness to conduct research.
5. Students must pass an oral examination at the end of the third year of coursework.
6. Students must submit and defend an original dissertation accepted by the faculty.

COMPREHENSIVE EXAMINATIONS

The comprehensive examinations consist of a written portion at the end of the second year, and an oral portion at the end of the third. The written examination is designed to assess knowledge gained in the first two years, and is a requirement for the awarding of the M.A. degree.

The third year oral examination consists of the student's formal oral presentation addressing the ways the three years of study have informed and seeded their work leading to the dissertation.

DOCTORAL DISSERTATION

The dissertation process involves the completion of Dissertation Development and Dissertation Writing courses. Students must have completed all requirements for the M.A. degree and have an approved concept paper before enrolling in Dissertation Writing. The Dissertation Committee is comprised of a Chair, an Internal Reader, and an External Reader. Each member of the committee must possess an earned doctorate based in part on a dissertation unless this requirement is waived by the Program Chair.

OTHER REQUIREMENTS: COMMUNITY PRAXIS I AND COMMUNITY PRAXIS II (DPC 783, 883)

Students are required to arrange for implementation of their community praxes in their home communities or other settings during the first and second summers. A minimum of 100 hours of direct participation in a setting, and 100 hours of related reading, writing, and reflection are required in the first and second summer, the number of hours of direct participation may be modified if in-depth data analysis is required.

NOTE: The Depth Psychology Program and its specializations are designed to provide students with knowledge of theoretical traditions of depth psychology and its contemporary applications to personal, cultural, community, and ecological health and well-being. The program does not prepare students to become licensed or to practice psychotherapy, nor does it arrange or administratively support traineeships, pre- or post-doctoral internships, or other practice requirements related to licensure.

Ph.D. in Depth Psychology

With Specialization in Integrative Therapy and Healing Practices

An innovative doctoral specialization that re-imagines approaches to therapeutic practice, enhances and supports the individuation work of students, and integrates the essential perspectives of depth psychology and applied healing traditions.

This doctoral specialization cultivates an integrative approach to professional development in the art and science of therapeutic practice and offers diversity and inclusion frameworks. The specialization honors the healing traditions of the world and societal, environmental, and other contextual impacts on psychological health. Working with leading faculty, students in this program engage in a journey of personalized education that fosters their practice and supports them in making important and original scholarly contributions to their fields.

For established and emerging practitioners, we invite you to join a diverse group of academic and practice-oriented professionals who are called to deepen their applied work through an integrative study of healing based on the visionary aspects of depth psychology. Become a part of a learning community focused on exploring the critical connections between psychology, spirituality, contextual frameworks, soma and psych, the arts, and healing.

We welcome students with a deep personal calling to their therapeutic work, individuals with profound curiosity about themselves and the world, and lifelong learners devoted to a transformative engagement with diversity and inclusion, the numinous, the psyche, and the natural world.

Students arrive on campus once per quarter for five days (Monday through Friday) for residential learning retreats surrounded by the natural landscape of Pacifica's Lambert campus. Students and faculty work together to integrate essential healing traditions and contemporary research—drawing

from indigenous and ancient practices, multicultural and contemporary perspectives, transdisciplinary frameworks, and emerging science on human experience, complexity, and consciousness.

The Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practices requires master's-level education and training in a distinct healing-oriented profession. The program is ideal for diverse practitioners in the following professions, including (partial list):

- Psychotherapists and Psychologists
- Marriage and Family Therapists, Social Workers, and Professional Counselors (licensed or pre-licensed)
- Health and Medical Professionals (Nursing, Physicians, Allied Health Providers)
- Jungian Analysts and Psychoanalysts
- Specialized Addiction Treatment Counselors
- Expressive Arts Therapists
- Spiritual and Pastoral Counselors
- Health and Wellness Practitioners with Advanced Training
- Other Qualified Consultants and Counselors

Students develop important mentoring relationships with Pacifica's unique faculty who include: Jungian analysts, clinical psychologists, psychiatrists, psychodynamic therapists, systems therapists, archetypal psychologists, spiritual counselors, health and medical professionals, and advanced scholars in research, mythology, and the humanities.

This academic specialization includes nine quarters of coursework over three academic years, followed by completion of an original dissertation emanating from the student's own selected area of research interest. Students in this program:

- Join an advanced doctoral cohort of diverse professionals collaborating and deepening their work with clients and themselves.
- Explore the growing field of depth psychological research and develop perspectives that help address the critical needs of our world.

- Develop a greater capacity to work symbolically with images, dreams, symptoms, complexes, and synchronicity.
- Work towards becoming advanced practitioners, academic educators, supervisors, or scholarly researchers in the field.
- Examine the critical underpinnings of therapeutic processes and the broad range of theoretical approaches to mental, physical, and spiritual well-being.
- Build mentoring relationships with distinguished faculty and experts devoted to supporting students in deepening their practice and their individuation journey.
- Study the works of leading scholars who have bridged psychological, cultural, mythological, historical, and social traditions to advance broader understandings of human experience.
- Develop advanced skills in important practice areas, such as somatic healing, sexuality, dream work, and spirituality.
- Investigate the important connections between the health of an individual or group and the health of their environment and culture through courses that consider ecology, collective trauma, social justice, and cross-cultural dynamics.

CURRICULUM OVERVIEW

ACADEMIC FORMAT

Students matriculating in the Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practice in fall 2025 will come to campus for residential sessions that will take place once each quarter for five days from Monday through Friday. The web-enhanced learning components occur throughout the program. There will be no summer quarters.

FIRST YEAR

Fall

Foundations of Depth Psychology for the Healing Professions – DPH 730, 2 Units

Jungian Psychology and Contemporary Healing I: Applied Theory and Practice – DPH 761, 2 Units

Foundations of Scholarly Research and Writing – DPH 784, 2 Units

Winter

Imaginal and Experiential Dimensions of Therapeutic Practice – DPH 962, 2 Units

Cultural Dimensions of Psychological Life: Collective Trauma, Cultural Healing, and Social Justice – DPH 830, 2 Units

Archetypal Psychology: Re-Visioning Approaches to the Psyche – DPH 762, 2 Units

Selected Topics I – DPH 974, .50 Unit

Spring

Dissertation Development I: Imagination, Calling, and Rigor in Doctoral Scholarship – DPH 832, 2 Units

Healing Narratives: Writing Compelling Practice Studies and Client Stories – DPH 785, 2 Units

The Relational Field I: Theoretical Distinctions and Expanded Paradigms – DPH 763, 1.5 Units

Practice Consultation Groups I – DPH 750, 1.5 Units

SECOND YEAR

Fall

Psyche and the Sacred: Psychology and Spirituality in Dialogue – DPH 920, 2 Units

The Inner Landscape of Dreams and Active Imagination – DPH 780, 1.5 Units

Depth Approaches to Psychopathology – DPH 760, 2 Units

Practice Consultation Groups II – DPH 751A, 1.5 Units

Winter

Interpersonal Neurobiology, Affective Neuroscience, and Depth Psychology – DPH 870, 2 Units

Eco-Spirituality and Eco-Therapy – DPH 732, 2 Units

Selected Topics II – DPH 992, 1.5 Units

Practice Consultation Groups III – DPH 850, 1.5 Units

Spring

The Relational Field II: Psychic Pain and the Human Condition – DPH 863, 2 Units

Written Comprehensive Examination – DPH 899, 1 Unit

Dissertation Development II: Qualitative and Mixed Methods Research – DPH 782, 2 Units

Practice Consultation Groups IV – DPH 851A, 1.5 Units

THIRD YEAR

Fall

Body, Mind, and Soul in the Healing of Trauma: Somatic, Neurological, and Archetypal Approaches – DPH 975, 2 Units

Jungian Psychology and Contemporary Healing II: Engaging Complexity and Diversity – DPH 861, 2 Units

Working with Illness and Death: East-West, Depth, and Indigenous Perspectives on Suffering – DPH 894, 2 Units

Practice Consultation Groups V – DPH 852, 1.5 Units

Winter

Advanced Dissertation Development – DPH 944, 2 Units

Psyche, Soma, Cyborg – DPH 781, 2 Units

Selected Topics IIA – DPH 990, 1 Unit

Practice Consultation Groups VI – DPH 950, 1.5 Units

Spring

Selected Topics III – DPH 993, 1.5 Units

Enacting the Oral Tradition: Oral Comprehensive Presentation – DPH 994, 2 Units

Practice Consultation Groups VII – DPH 951, 1.5 Units

CONTINUING

Dissertation Writing – DPH 999, 15 Units

This curriculum may vary depending upon changing academic needs. Selected courses may have online components. The required two-year dissertation period, following coursework, focuses on scholarly research and writing.

The program will also feature a series of special seminars and lectures on a range of important practice areas, such as: Addictions, Dream Tending, Family Systems Theories, Sexuality and Gender, Organizational and Group Dynamics, Jung and Shamanism, Expressive and Therapeutic Arts, Healing Mythologies, Sociopolitical Contexts and Cultural Complexes, Adverse Childhood Experiences and Wellness, Shadow and Power in the Healing Professions, The Meaning of Integration, Evolution of Jungian Analysis, James Hillman's Cultural Critique of Psychology, Alternative Healing Arts, Inner Life and Trauma, Somatic and Implicit Processes, Jung's Red Book, Indigenous Healing Traditions, Treating the Soul in the Health and Medical Professions, Yoga Therapy, Therapeutic Vocations and Careers, and other current issues and movements influencing the healing professions.

THEORY AND TRADITIONS OF DEPTH THERAPY AND HEALING PRACTICES

Foundations of Depth Psychology for the Healing Professions
DPH 730, 2 Units

Depth psychology acquired its name in 1910, but its lineage reaches back into antiquity across many cultures, philosophies, and disciplines of wisdom and practice. This course will trace that lineage by conversing with the ancestors of the field: ancestors from Mesopotamia, Africa, Asia, Europe, and other parts of the world. Students will learn the approaches they developed and see them move forward from healing and reflective arts in antiquity to include, in the present, various schools of analytical, relational, existential, humanistic, family, post-modern, multicultural psychology, psychoneuroimmunology, trauma, and affective research frameworks. The course will also explore and appreciate what complimentary healing practices, somatic psychology, multicultural and gender contexts, ecopsychology, mythology, cosmology, alchemy, and systems/complexity theory have contributed to depth psychology as we dream it onward in theory and in practice.

Jungian Psychology and Contemporary Healing I: Applied Theory and Practice
DPH 761, 2 Units

Students learn classical Jungian concepts such as ego, persona, shadow, Self, complex, archetype, collective unconscious, transcendent function, and individuation. The course explores dreams, active imagination, typology, and transference/ countertransference considerations in the context of Jung's approach to therapeutic practice and complimentary healing contexts. Contemporary perspectives and applications of Jungian thought are demonstrated through readings that elucidate Jung's original work and modern integrations. The course pays particular attention to how various forms of trauma and unwellness may be viewed on multiple levels from the personal and cultural-

historical to the archetypal, somatic, mythic, and imaginal. These approaches are compared and contrasted with traditional and current psychoanalytic theory and practice with emphasis on the unique framework of what is being asked of depth psychology in the world today and in the context of integration, transdisciplinary frameworks and equity and inclusion.

Imaginal and Experiential Dimensions of Therapeutic Practice

DPH 962, 2 Units

This course explores the traditions that comprise the field of imaginal psychology and elaborates the unique features of imaginal approaches to therapeutic work that flow from depth psychological and transdisciplinary perspectives. Students develop an imaginal approach to issues such as transference, unconscious processes, physical and emotional symptoms, and dreams, and foster sensitivity to the symbolic depths and metaphorical richness emerging in therapeutic relationships and expanded considerations of such including cultural, ecological and technological impacts and complimentary healing practices. In this course, one's integrative practice is regarded as a vocational commitment in which the awakened heart is the organ of vision essential to support healing and embodiment. Pass/No Pass

Jungian Psychology and Contemporary Healing II: Engaging Complexity and Diversity

DPH 861, 2 Units

Explore the phenomenon of synchronicity, a discovery that marked a new creative phase in Jung's later work that has far-reaching theoretical and therapeutic implications. Synchronicity involves a redefinition of reality based on acausality, nonlocality, complexity and emergence, and the understanding that the inner world of psyche and the outer world of matter correspond to each other. Students examine the implications of these shifts for practice, including the centrality of the dream, visionary experiences, and the religious function of the psyche.

Relational Field I: Theoretical Distinctions and Expanded Paradigms

DPH 763, 1.5 Units

Students are invited into discussions about contemporary developments in psychodynamic and psychoanalytic practices, which place human relationships and mutuality at the center of the therapeutic and healing endeavor. The discussion expands to integrating considerations of subtle energy aspects of the intersubjective field and includes human-animal relations, relationships with nature, and cultural and sociopolitical impacts on relationality. Relational psychology must include the "easy" and "difficult" questions of consciousness and the assumed boundaries and phenomenology of such as well as what it means to be "other" and experiences of embodiment and attunement. Dissociative defenses, resistance, transference and

counter-transference, therapeutic alliance, mutual construction of meaning, somatic, internal family systems, and waking and dream imagery enter the relational field.

Relational Field II: Psychic Pain and the Human Condition

DPH 863, 2 Units

Students look at approaches to specific situations and pathological structures, and foster a deeper understanding of the dynamics and presentations of various psychological symptoms including narcissist and borderline conditions, as well as the relational components of addictions and recovery. This course continues the student's explorations of relational theorists since Freud, including Kohut, Klein, Bion, and others. It focuses primarily on current trends in contemporary psychodynamic and psychoanalytic theory with applied techniques for working with individual and group dynamics and does so from the perspective of equity and inclusion.

Archetypal Psychology: Re-Visioning Approaches to the Psyche

DPH 762, 2 Units

Focusing primarily on the work of James Hillman, this course describes the Jungian roots and core ideas of archetypal psychology, including the reality of the psyche, its plural nature, and the importance of the image. Students examine Hillman's critique of clinical psychology and analytical practice and his call to enlarge the frame of practice to include myth, metaphor, and culture. Using practice material provided by students, lectures and discussions explore how archetypal psychology calls for a re-vision of many traditional therapeutic strategies and approaches.

Depth Approaches to Psychopathology

DPH 760, 2 Units

This course explores the original formulations of psychopathology and its diverse expressions. Students study theories of character formation and look at the major character disorders, neuroses, and states both from the point of view of their phenomenology and their unconscious underpinnings. Students explore the ways in which theorists of different schools have approached disorders and have offered distinctive therapeutic approaches, with an emphasis on depth-oriented contributions.

Interpersonal Neurobiology, Affective Neuroscience, and Depth Psychology

DPH 870, 2 Units

Contemporary research across a number of disciplines, ranging from systems theory and depth psychology to neuroscience, somatic studies, and contemplative/spiritual practice, are leading to a paradigm shift in our understanding of the mind/brain. These new research findings illustrate the principles of transformation common to living systems, including various hypotheses concerning the evolutionary role of ancient subcortical, emotional, bodily, and imagistic processes. Students explore embodied models emphasizing intersubjectivity, phenomenology, nonlinearity, and self-organization; centering on the prototypic

concept of regulation and the relationship between trauma, the HPA Axis, polyvagal considerations, immune function and epigenetics. Using our current neurobiological understandings of subjective states, consciousness, complexity and emergence, and subtle energy aspects, the course will describe contemporary issues such as nature of the self and the radical interdependence of psyche, nature and culture.

Psyche, Soma, Cyborg

DPH 781, 2 Units

Quasi-human monsters, physically wounded, disfigured, or enhanced in unnerving ways, figure large in cultural works including literature and cinema. These images of the Other express some of humanity's deepest fears and most poignant longings. As manifestations of the Jungian shadow, they also offer a deeper sense of our whole humanity. This course examines a particular fantasy of the monstrous in the Western imagination—the enhanced human or cyborg—a creature who is manufactured, not born, the offspring of humanity's long love affair with technology. In an age that has decisively dissolved the human-machine interface to such an extent that few people in the first world can live without their technology, be it smart phones or Facebook pages, one may meaningfully ask, how am I cyborg? Also explored are somatic aspects regarding considerations of embodiment and integration as students reflect on their own lives and practices.

THERAPY INFORMED BY THE HUMANITIES, ARTS, AND SCIENCES

Eco-Spirituality and Eco-Therapy

DPH 732, 2 Units

C.G. Jung wrote, "If one touches the earth one cannot avoid the spirit." Nature is the bedrock of spirit and spirit the life force of the natural world. Traditionally, depth psychology has explored the union of nature and spirit and the healing that comes about through conscious engagement with such. Post-Jungian interest in the advent of complexity theory expands this conversation and considers parallels with ancestral/indigenous ways of knowing that include practical applications of plant medicine and subtle energy considerations. As such, this course departs from the modernistic fantasy of separation of humankind from nature and explores a psyche that is rooted in nature, infused by spirit, and at the same time deeply personal. In other words, consciousness is not separated with categorical distinctions such as mind/spirit and body/nature. This course fosters an integral approach to healing that addresses the large and important scope of the societal and environmental issues we face today.

Cultural Dimensions of Psychological Life: Collective Trauma, Cultural Healing, and Social Justice

DPH 830, 2 Units

An integrative approach to the healing of collective trauma and issues of social justice requires a collaborative study between important contemporary approaches and indigenous traditions of healing.

Moreover, psyche, soma, and culture are interdependent and co-arising phenomena. To nourish this understanding, theorists who have focused on the cultural dimensions of the psyche will be studied. In addition, this course will review diverse expressions through LGBTQ culture, sexual fluidity, and archetypal expressions of gender. The course explicitly acknowledges the historical contexts of language and honors non-binary conceptualization and inclusivity. Students will look at emerging research on the impacts of various forms of trauma, from natural disasters to the effects of genocide, human trafficking, poverty, marginalization, and war. The causes of psychosocial and collective trauma, such as racism and the oppression of specific communities, will be thematized and examined. Students will explore the necessary work for justice (social, economic, and environmental) and study restorative techniques designed to address the critical peace-building efforts needed to support healing on individual and group levels.

Selected Topics I

DPH 974, .50 Unit

Selected Topics courses are offered each year to focus on particular areas of depth inquiry as decided by the program. These may include, but not be limited to, indigenous psychology, digital life, the problem of evil, sanctuary medicine and complimentary healing practices, restorative practices, community engagement and depth psychology, trauma contexts, somatic contexts, Earthdreaming, and quantum system frameworks, Jungian and Post-Jungian, and the arts in healing.

Selected Topics II

DPH 992, 1.5 Units

Selected Topics courses are offered each year to focus on particular areas of depth inquiry as decided by the program. These may include, but not be limited to, indigenous psychology, digital life, the problem of evil, sanctuary medicine and complimentary healing practices, restorative practices, community engagement and depth psychology, trauma contexts, somatic contexts, Earthdreaming, and quantum system frameworks, Jungian and Post-Jungian, and the arts in healing.

Selected Topics II A

DPH 990, 1 Unit

Selected Topics courses are offered each year to focus on particular areas of depth inquiry as decided by the program. These may include, but not be limited to, indigenous psychology, digital life, the problem of evil, sanctuary medicine and complimentary healing practices, restorative practices, community engagement and depth psychology, trauma contexts, somatic contexts, Earthdreaming, and quantum system frameworks, Jungian and Post-Jungian, and the arts in healing.

Selected Topics III

DPH 993, 1.5 Units

Selected Topics courses are offered each year to focus on particular areas of depth inquiry as decided by the program. These may include, but not be

limited to, indigenous psychology, digital life, the problem of evil, sanctuary medicine and complimentary healing practices, restorative practices, community engagement and depth psychology, trauma contexts, somatic contexts, Earthdreaming, and quantum system frameworks, Jungian and Post-Jungian, and the arts in healing.

Body, Mind, and Soul in the Healing of Trauma: Somatic, Neurological, and Archetypal Approaches

DPH 975, 2 Units

Attachment theory, developed by Bowlby and Ainsworth, is now confirmed and extended by contemporary neurobiological research, and points toward the complex interconnections between the body, mind, and spirit. This course examines the renewed emphasis on somatosensory awareness in therapeutic practice, a reversal of the cultural legacy of Cartesian dualism and colonialism that continues to affect many healing modalities. Kalsched's archetypal perspective extends awareness of the healing process and dimensions of traumatic experience, including a careful exploration of the means necessary to support the individuation journey. Included are recent approaches to addressing adverse childhood experiences (ACES) in community endeavors such as childhood wellness centers, the role of traumatic stress on the immune system in one's lifespan as well as intergenerationally, and compassionate approaches to working with physical, spiritual, and emotional unwellness. Individual, collective, cultural and gender contexts are explored. Students learn core principles and skillful use of a whole-person approach to trauma and develop a felt sense of the embodied psyche in their professional practice.

Psyche and the Sacred: Psychology and Spirituality in Dialogue

DPH 920, 2 Units

The psyche's capacity and affinity for sacred experience, as expressed in religion, ritual, and encounters with the numinosum, continually remind us of the importance of a spiritual consideration in all psychological work. Jung once said that all psychological problems are essentially religious problems. If true, this idea becomes especially interesting to practitioners in the ways it calls for a revision of our notions of self, suffering, pathology, and of approaches to treatment. This course explores ways that many therapists and helping professionals might work with the religious function of the psyche.

Working with Illness and Death: East-West, Depth, and Indigenous Perspectives on Suffering

DPH 894, 2 Units

This course will integrate critical perspectives from Eastern and Indigenous traditions in the context of working with those who are facing the uncertainties of illness and death. The course will compare and contrast these approaches with depth and Western orientations and invite elders to share their perspectives. Students will explore their own family, ancestral, and spiritual traditions around illness and death and review the impact of adverse childhood

experiences on the immune system. Students will explore their own capacity for ambiguity, compassion versus sympathy, transference and countertransference in companioning others, somatic responses, and emergent imagery. The course will further inquire into spirituality, questions of consciousness, interdisciplinary communication, ecotherapeutic considerations, and potential roles of complimentary healing modalities and environments in serving the needs of others in the face of suffering as well as attending to meaning-making and the inevitability of one's own death.

INTEGRATED PRAXIS: RESEARCH AND CASEWORK

The Inner Landscape of Dreams and Active Imagination

DPH 780, 1.5 Units

Throughout time and across cultures, dreams have opened the door to the psyche, offering contact with the transcendent and nourishment for the soul. This class considers Jungian and post-Jungian approaches to the dream and explores their careful integration into therapeutic work. The main focus of the class is on developing personal ability in relating to dreams. We invite a lived experience of dream consciousness to be present by sharing our own dreams and images throughout the class.

Foundations of Scholarly Research and Writing

DPH 784, 2 Units

This course invites students to contemplate how the fathomless psyche affects the process of research. Taking seriously the core philosophical assumption of depth psychology, the reality of the unconscious, introduces profound shifts in one's ontology, epistemology, and methodology. In light of this, what can researchers claim to know and how do they know it? This course introduces students to some of the key ideas that affect research including psyche, archetype, image, and the imaginal, based upon epistemologies that are inclusive, multicultural, and decolonizing. The course explains Jung's technique of active imagination, and teaches close reading and textual analysis as part of a general introduction to the practice of hermeneutics. It also sharpens students' ability to critically evaluate and write scholarly prose, identifying the key characteristics of a well-argued academic essay, article, or dissertation.

Healing Narratives: Writing Compelling Practice Studies and Client Stories

DPH 785, 2 Units

Writing about integrative work with clients and conveying compelling stories is critical to depth practitioners who understand the power of narrative for healing and advancing professional knowledge. This special seminar course will support students in exploring their own creativity and imagination, and will support them in honoring their work with clients in individual, group, and cultural contexts through advanced writing skills specifically attuned to the work of healing professionals.

Dissertation Development I: Imagination, Calling, and Rigor in Doctoral Scholarship
DPH 832, 2 Units

Working with image, dream, symptom, and synchronicity, this course helps students attune themselves to depth psychological inquiry, conduct preliminary research to become familiar with the current conversation on the topic, and use this information to generate a focused research question. Students explore their multiple overlapping identities that inform the choice of topic and learn to design inclusive, culturally-sensitive studies. Lecture and discussion introduce the dissertation handbook and explain the research process at Pacifica in terms of its key milestones: concept paper, proposal, final draft, and the oral defense. Through a thorough, systematic critique of their own work, students expand their knowledge of scholarly writing and learn the central importance of re-visioning their ideas and language to explore the deep psyche.

Dissertation Development II: Qualitative Methodologies and Mixed Methods Research
DPH 782, 2 Units

This course compares and contrasts key qualitative methodologies, including their origin, history, epistemological assumptions, and theoretical basis as well as their practical and ethical implications. In addition, students learn how to blend qualitative and quantitative studies in a mixed-methods research study. Discussion focuses on contemporary critiques of traditional methods to address their limitations and biases, including lingering elements of colonialism and systemic oppression. Students learn how questions of methodology are organically related to the research topic and affect the research design, procedures, and outcome of the work. The course is intended to guide students in choosing a possible methodology for their dissertation topic.

Advanced Dissertation Development
DPH 944, 2 Units

Dissertation Development guides students in researching and composing a thoughtful formulation of their research idea. The goal is an approved dissertation concept paper. Students use the tools and techniques of an imaginal, psyche-centered approach to research to explore the personal and cultural foundations of their dissertation idea. They will learn to welcome archetypal images active in the research topic and cultivate relationship with them through each stage of the process. In addition, the course helps students develop the attitude and habits needed to sustain them during their independent scholarly work after coursework is concluded. *Pass/No Pass; No Incompletes*

Enacting the Oral Tradition: Oral Comprehensive Presentation
DPH 994, 2 Units

A key aspect of doctoral studies is the gradual movement from the realm of student to the realm of professor. Whether or not a student ultimately becomes a teacher, each must still give back to the world in a depth-oriented way a synthesis of what he or she has learned. In this course students develop effective presentation skills to prepare them for speaking and teaching. In particular, this course

helps to prepare students for the important capstone in the doctoral journey at Pacifica, the oral defense of the dissertation. The course is conducted like a professional conference, in which the presentations are timed and followed by a question and answer session. In addition, instructors will use their observations to discuss the principles of effective speaking and philosophies of teaching. *Pass/No Pass*

Practice Consultation Groups I, II, III, IV, VII, IX
DPH 751A, DPH 851A, 1.5 Units Each
DPH 750, DPH 850, DPH 951, 1.5 Units Each

The goals of the practice consultation courses are to integrate theoretical learning with practical experience, and to demonstrate a variety of approaches to practice from a depth perspective. Students present cases in confidential small-group formats for the purpose of depth consultation from an instructor/practitioner at least once per quarter. In addition to practice consultation, each course will address a particular theme that typically mirrors specific material in other coursework. These may include such topics as maintaining a mythic sensibility, working with image, dream, and story, issues of race, gender, and cultural diversity, socioeconomic forms of suffering, oppression, and alienation, the challenges and hopes of technology, mindfulness and contemplative/spiritual inquiry, expressive arts, interdisciplinary collaboration, somatosensory and affective aspects, trauma and psychoneuroimmunology, eco-therapy and the world soul/consciousness, complimentary healing practices, creativity, depth approaches to assessment and pathology, human-non-human relations, transference, and ethical problems. During the third year of coursework, students present a control paper to examine their own learning around theory and their own applied integrative practice work in depth. P*ass/No Pass*

Practice Consultation Groups V
DPH 852, 1.5 Units

This course advances students to further their applied practices and explore approaches to case presentation, whether it be clinical, organizational, or other aspects of the integrative healing arts. Elements of the supervisory relationship are introduced as well. In small groups, each led by an experienced faculty member, students will be exposed to particular themes in which to deepen their understanding of and capacity for applied work. They will begin to fine tune their presentation style based on best practices and given the context of their unique work. This course will also address basic foundational expectations of a supervisor and/or consultant as well as expand into themes and discussions around the impact of relational and unconscious processes in these types of relationships. The course offers a rich opportunity for students advancing in their roles to share experiences of strengths and growing edges. Important ethical components unique to the professions will be explored as well as opportunities for consulting and collaboration. Included in the course may be topics such as establishing a supervisory frame, differentiating supervision from therapy, issues of power and privilege, diversity and

inclusion, enactment, transference and countertransference, incorporating dreams and imagery, boundaries of particular complimentary healing modalities and practitioners, addressing conflict, expanding the reach of depth psychology into community frameworks, among others. *Pass/No Pass*

Practice Consultation Groups VI

DPH 950, 1.5 Units

This capstone course expands upon the practice consultation group V course and offers an opportunity for students to present their material in an advanced way and receive feedback from peers and faculty. Such aspects as enactment, resonant and synchronistic phenomena, engaging unconscious processes, community based and inclusive contexts, interdisciplinary inquiry, and addressing dilemmas will be explored and each person will have an opportunity to present their applied work within their particular practice modality and to explore experiences through the use of role play exercises. Small groups will be established based on the context of professional work and each group will be led and by an instructor experienced in depth psychology and integrative therapy and healing practices. Students will be evaluated based on integrating theoretical material and presenting their applied work. *Pass/No Pass*

Written Comprehensive Examination

DPH 899, 1 Unit

The Written Comprehensive Examination is designed to offer DPH students the opportunity to reflect on their relationship to the general depth psychology program learning goals and the learning outcome goals specific to the DPH specialization as well as their own personal and professional goals. Passing the exam is the threshold that supports students to move on to the third year of coursework and dissertation writing. *Pass/No Pass*

Dissertation Writing

DPH 999, 15 Units

Under the supervision of a Dissertation Committee, the student submits a proposal, conducts original research, writes, and defends the doctoral dissertation. This course traditionally follows the completion of all other coursework and successful completion of the comprehensive exams. However, students who demonstrate readiness may choose to apply for this course while enrolled in regular coursework. This option requires approval from the Chair of the specialization. Additional fees will be assessed for this course. *Pass/No Pass; No Incompletes*

REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 74 quarter units to fulfill the degree requirement for graduation.

2. A minimum grade of “C” is required in each completed course.
3. A cumulative grade point average of 3.0 must be maintained.
4. Students must comply with attendance requirements as stated in the Student Handbook.
5. Students must successfully pass a comprehensive written examination at the end of the second year of coursework.
6. Students must successfully present a Control Paper describing their therapeutic or depth-oriented practice work with a particular client, family, or select group to two faculty members during the third year of practice consultation courses.
7. Students must successfully complete a comprehensive oral presentation at the end of the third year of coursework.
8. Students must write, submit, and defend an original dissertation accepted by the faculty.
9. Students are required to take part in 50 hours of depth-oriented therapy, counseling, analysis, or an engaged self-reflective process with a provider in their field while enrolled. This is required for graduation and strongly recommended to support students in their educational experience in the program.

NOTICE REGARDING BOUNDARIES OF INTERNSHIP AND LICENSURE

The Ph.D. in Depth Psychology with specialization in Integrative Therapy and Healing Practices is designed specifically for those who, before enrolling, already are licensed or have sufficient academic and other credentials to pursue their chosen professional practice in compliance with applicable guidelines and regulations within their jurisdiction. The degree provides in-depth education in theory, applied contexts, and related-research contexts. Unlike the counseling and clinical doctoral programs at Pacifica Graduate Institute which have developed curricula and clinical training support for those wishing to sit for licensure exams to become psychologists, this specialized depth psychology program does not arrange, authorize, monitor, or supervise practice for licensure purposes.

COMPREHENSIVE EXAMINATIONS

The comprehensive examination consists of a written portion taken at the end of the second year and an oral portion taken at the end of the third year. The written exam is divided into three sections corresponding to the three study tracks of the specialization: Theory and Traditions of Depth Therapy; Psychology; Therapy, Counseling, and Healing Practices Informed by the Humanities, Arts, and

Sciences; and Integrated Praxis: Research and Applied Contexts. It is designed to assess knowledge gained in the first two years of coursework and serves as a qualifying exam for students before continuing into the third year of study. Students in the Integrative Therapy and Healing Practices specialization who have successfully completed at least 29 units of Ph.D. coursework and who are in good standing are eligible to complete the written comprehensive examination. The third-year oral examination consists of the student's formal oral presentation addressing the ways the program has informed their work and their proposed dissertation topic.

CONTROL PAPER

During the third year practice consultation group series, each student presents a control paper that demonstrates their applied work and the ability to synthesize a variety of appropriate therapeutic and/or healing arts perspectives while maintaining their own unique style of practice.

DOCTORAL DISSERTATION

The dissertation process involves the completion of all coursework in research methodologies, dissertation development, and dissertation writing. Requirements and procedures for enrolling in dissertation writing are detailed in the Dissertation Handbook. The Dissertation Committee is composed of a Chair, a Reader, and an External Reader. Each committee member must possess an earned doctorate based in part on a dissertation unless the Research Coordinator for the specialization waives this requirement.

The curriculum may vary depending upon changing academic needs. Selected courses may have online components. The required two-year dissertation period, following coursework, focuses on scholarly research and writing.

M.A. /Ph.D. in Mythological Studies

With Emphasis in Depth Psychology

As the only doctoral program in the country dedicated to the exploration of human experience through the interdisciplinary and multicultural study of myth, ritual, religion, literature, depth psychology, and art, the Mythological Studies Program at Pacifica Graduate Institute cultivates scholarship, self-inquiry, and imagination in those who seek to understand and express the depths of the psyche. Myth has the power to touch our deepest creative energies, and to generate symbolic images that confer significance upon the complexity of modern life and history. Myth thrives on paradox, ambiguity, and the shape-shifting ways that metaphor informs and transforms our lives. Cultivating the mythic imagination leads to self-revelation and a profound and dynamic understanding of cultures—both our own and others'.

The curriculum as a whole is animated by two basic questions: How is this material meaningful to me in my life and work, and how is it meaningful to the world within which I live? The sequence of coursework provides a sustained inquiry into the diverse mythologies and cosmologies of the world, situating them in a contemporary, global context. Throughout the program, students engage in the close reading of classic works of world literature, including Homer's Odyssey, Native Coyote stories, the Greek tragedies, the Hebrew Bible, the Ramayana and Mahabharata, the medieval Grail legends, Alchemical texts, and folk tales. Comparative connections between world mythologies and the rituals and contemplative practices of religious traditions serves as a core theme of investigation, and include mythic and archetypal aspects of modern literature, contemporary events, and popular culture. Comparative mythology is an inherently interdisciplinary and inclusive field, and in keeping with this principle, the program introduces a methodological range of interpretative tools, with a special emphasis on the hermeneutical approaches of depth psychology and its intersection with critical theory.

In the midst of a paradigm shift in which long standing reductive and polarizing modes of thinking are being confronted by more complex, reanimated worldviews, the study of mythology and story has an exciting new relevance. With its storehouse of narratives and images, the study of myth can help

guide us by facilitating personal and collective transformation into a more vibrant reality. Myth reveals the unconscious narratives of both past and present, making the study of myth vitally important to our time.

The Mythological Studies Program invites students as emerging scholars to explore and define their understanding of the mythological, folkloric, and archetypal structures of the stories that play out in many different arenas all around us—religion, popular culture, politics, the environment, and the arts. The program offers new ways to detect and study the mythic and folkloric motifs revealed in current events, tell stories in ways that bring consciousness to crucial personal and social issues, and mentor others in the power of storytelling to transform and renew culture.

Academic inquiry is sustained throughout curricular coursework that investigates:

- Similarities and differences within and among global religious traditions, such as Hinduism, Buddhism, Judaism, Christianity, and Islam.
- The relationship between ritual, Indigenous epistemologies, and decolonial practice.
- Literature courses that focus on the Arthurian romances, medieval alchemical and esoteric traditions, epics, mythologies of the underworld, and folklore that begin with the classics and progress toward contemporary and postmodern re-visioning in literature, film, music, and art history.
- Courses that emphasize dream interpretation and spiritual experience, as well as one's own personal mythology through exploration of memoir and autobiography.
- Courses in depth psychology, focused on the life and thought of C.G. Jung, Joseph Campbell, James Hillman, and others.
- Research courses on theoretical approaches to the study of myth, including methodology, contemporary issues in the study of religion, and dissertation writing.

Additional opportunities for academic inquiry include: a special topics sequence offered quarterly and taught by a combination of established scholarly professionals and program alumni with expertise in their fields; a student-run, peer-reviewed literary journal; and an annual colloquium lecture offered each summer by a distinguished guest scholar who addresses critical issues in the study of myth and contemporary culture. Past speakers have included: Robert Segal (University of Aberdeen), Maria

Tatar (Harvard University), Jeffrey Kripal (Rice University), Yvonne Chireau (Swarthmore College), Shelley Haley (Hamilton College), and Amy Hale. Students are mentored by core faculty throughout their matriculation through course work. Graduates of the program enrich their personal and professional lives through the transformative power of myth. Alumni utilize their degree in a range of professions such as education, psychology, healthcare, the arts, filmmaking, religion, business, politics, law, and community and environmental affairs.

The program is designed as an integrated M.A. and Ph.D. sequence with courses in four areas of study:

- **Mythology and Religious Traditions**
- **Myth and Literature**
- **Depth Psychology and Culture**
- **Research**

Students in the Mythological Studies Program:

- Investigate mythologies and cultural traditions through the lenses of religious studies, literature, and depth psychology.
- Discover recurring mythic themes in classic and contemporary literature, ritual, theater, art, music, film, and philosophy, and explore their cultural, sociopolitical, and historical contexts.
- Uncover the common patterns in human life throughout much of history and the varied ways human beings live and make meaning of their experience through the study of diverse cultural mythologies.
- Engage in the transformative experiences of deep reading, scholarly and creative writing, and generative discussions that advance our personal mythology in relation to communities and culture.

CURRICULUM OVERVIEW

The Master of Arts degree is awarded after the first two years of study and successful completion of a comprehensive examination. Students seeking the doctorate degree engage in a third year of course work that includes a sequence of research courses and the development of a concept paper for the

dissertation. The fourth and fifth years of study focus on dissertation writing and research. Continuing supervision is provided for the completion of the dissertation.

Mythological Studies classes take place once each month during fall, winter, and spring, in intensive three-day weekend Sessions. There is also one four-day session the last Session of the spring quarter.

FIRST YEAR

Fall

Dreams, Visions, Myths – MS 521, 2 Units
Greek and Roman Mythology – MS 505, 2 Units
Arthurian Romances of the Holy Grail – MS 502, 3 Units
Special Topics in Mythological Studies IA – MS 599A, .50 Unit

Winter

Hindu Traditions – MS 503, 2 Units
Joseph Campbell: Metaphor, Myth & Culture – MS 516, 2 Units
Ritual and the Embodied Mythic Imagination – MS 603, 3 Units
Special Topics in Mythological Studies IB – MS 599B, .50 Unit

Spring

Approaches to the Study of Myth – MS 620, 2 Units
Jungian Depth Psychology – MS 511, 2 Units
Myth and the Otherworld – MS 619, 3 Units
Special Topics in Mythological Studies IC – MS 599C, .50 Unit
Colloquium – MS 540, 1 Unit

SECOND YEAR

Fall

Alchemy and the Hermetic Traditions — MS 616, 2 Units
Hebrew and Jewish Mythology – MS 702, 2 Units

Psyche and Nature – MS 615, 3 Units
Special Topics in Mythological Studies IIA – MS 699A, .50 Unit

Winter

Buddhist Traditions – MS 605, 2 Units
Greek Tragedy: Language, Theory, Practice – MS 706, 3 Units
African Diaspora Traditions – MS 506, 2 Units
Special Topics in Mythological Studies IIB – MS 699B, .50 Unit

Spring

Native Narrative Traditions – MS 522, 2 Units
Archetypal Psychology – MS 611, 2 Units
Mythic Motifs in Popular Culture – MS 670, 3 Units
Special Topics in Mythological Studies IIC – MS 699C, .50 Unit
Colloquium – MS 640, 1 Unit
Comprehensive Exam – MS 800, 0 Unit

THIRD YEAR

Fall

Methods and Contemporary Issues in Religious Studies – MS 720, 2 Units
Islamic Traditions – MS 608, 2 Units
Advanced Studies in Mythology III – MS 714, 3 Units
Special Topics in Mythological Studies IIIA – MS 799A, .50 Unit

Winter

Christian Mysticism and the Medieval Imagination – MS 703, 3 Units
Folklore & Fairy Tales – MS 602, 2 Units
Body, Earth, and Wholes – MS 617, 2 Units
Special Topics in Mythological Studies IIIB – MS 799B, .50 Unit

Spring

Myths of the Self: Memoir and Autobiography – MS 726, 3 Units

Research Strategies for Dissertation Writing – MS 730, 2 Units

Dissertation Formulation – MS 733, 2 Units

Special Topics in Mythological Studies IIIC – MS 799C, .50 Unit

Colloquium – MS 740, 1 Unit

Continuing

Dissertation Writing* – MS 900, 15 Units

Self-Directed Studies – MS 970, 3.5 Units

*Writing projects for this course take place away from campus.

This curriculum may vary depending upon evolving academic needs.

The required fourth and fifth years of study focus on reading, research, and dissertation writing.

MYTHOLOGY AND RELIGIOUS TRADITIONS

The foundation of Mythological Studies at Pacifica is the close reading of primary texts from a variety of cultural and religious traditions. These courses encourage interdisciplinary scholarship, giving particular attention to myths, iconography, symbols, religious beliefs, and ritual practices. Historical and contemporary approaches to the study of myth are also carefully reviewed.

The Arthurian Romances of the Holy Grail

MS 502, 3 Units

An exploration of the origins and development of the mythologies of the Arthurian knights and quests for the Holy Grail. The course begins with the sacred traditions of the European Middle Ages, as manifested in the literature and arts of the period and then tracks the transmission and transformation of the myths in the Romantic and Modern periods of the nineteenth and twentieth centuries.

Hindu Traditions

MS 503, 2 Units

This course examines the primary Indian mythic complex embodied within Vaishnava, Shaiva, and Shakta traditions. Special attention is given to prominent myths and symbols, epic literature and other primary texts, as well as influential philosophies and practices such as Yoga, Sankhya, Vedanta, and Tantra. Depth psychological interpretations of key thematic issues and spiritual practices are also examined.

Greek and Roman Mythology

MS 505, 2 Units

This course explores the most important contemporary approaches to the study of classical mythology. Its focus on how the poets of ancient Greece and Rome reworked inherited mythic themes and plots entails close readings of the cultic, bardic, and lyric poetry of the Greek archaic period, such as Sappho, Homer, and Hesiod, through Roman understandings of myth conveyed in the epic and lyric poems of such authors as Vergil and Ovid. Attention is given both to the role these myths played in their original historical context and to their ongoing archetypal significance.

African and African Diaspora Traditions

MS 506, 2 Units

The myths and rituals of Africa are a rich legacy, still vital today. Moreover, they endure in adaptive form, in Vodou, Santeria, and other religions of the African Diaspora. The course explores common mythic characters, themes, rituals, symbol systems, and worldviews in Africa and traces their connection to New World Traditions.

Native Narrative Traditions

MS 522, 2 Units

Native American narrative traditions conceive of stories as a way to understand who we are, our purpose in the world, and the relationships we have to one another. This course introduces students to the dynamic nature of Native storytelling and the relationships between orality, performativity, and writing. What do stories do? The course invites students to consider how Native tellings and retellings constitute a critical decolonial practice and draw on oral as well as graphic discourses. Students explore how place holds stories, and how accepting the responsibility of storytelling can aid, guide, and inspire Native and non-Native scholars, storykeepers, and storytellers in creating ecologically and socially just and inclusive futures. Furthermore students engage with portrayals of Coyote in the narratives and literature of the Native Americas, and read scholarship on Coyote to examine the perils of decontextualization and the difficulties of archetypalization.

Colloquium

MS 540, 640, 740, 1 Unit Each

This series is an exploration of critical issues pertaining to the study of myth in relation to religious traditions, literature, depth psychology, and culture. The course is based on a guest lecture by a major scholar in the field of mythology. *Pass/No Pass*

Ritual and the Embodied Mythic Imagination

MS 603, 3 Units

This course opens a dialogue on the theory and understandings of ritual while locating it as a nourishing, transformative practice that helps reconnect humans with our ancient, mythological roots. We will learn from disparate epistemic worlds including those of ritual and performance theorists, anthropologists, religion historians, indigenous spiritual practitioners, transnational feminist scholars, psychologists, and visionary artists. Our key topics will include: (a) participatory frameworks

of ritual based in an animist ethos, (b) ritualization and creative reclamation of ritual, (c) grieving and reconciliation through ritual, and (d) liminal embodiments. These topics will be approached from a transdisciplinary intellectual orientation as we recover our shared relational capacities. Students will explore and develop their own pathways to embodied sacred practices and ritual.

Buddhist Traditions

MS 605, 2 Units

This course focuses on selected aspects and primary texts of Theravada, Mahayana, and Vajrayana traditions. Particular attention is given to the life story of Shakyamuni Buddha, as well as the myths associated with major bodhisattvas. Key thematic issues, doctrines, and contemplative practices are examined from philosophical, feminist, and depth psychological perspectives.

Alchemy and the Hermetic Tradition

MS 616, 2 Units

This course focuses on the Hermetic tradition (broadly conceived as a synthesis of alchemy, Kabbalah, Platonic philosophy, theology, and mythology) from its Egyptian, Greek, and Arabic origins during the Hellenistic era, to its development in the twelfth to the twentieth centuries. The approach is interdisciplinary, embracing Jungian psychology, literature, music, and the visual arts.

Hebrew and Jewish Mythology

MS 702, 2 Units

This course studies Hebrew and Jewish monotheism from a mythological perspective. The focus is on the emergence of monotheism in early Israel and on trying to understand the ways in which this mythic system differs from polytheistic traditions. Attention is given to how this mythology develops and changes in relation to changing historical circumstances, not only within the Biblical period but throughout the course of Jewish history.

Christian Mysticism and the Medieval Imagination

MS 703, 3 Units

This course explores the diverse array of lived experience and textual expression among Christian mystics during the medieval and early modern periods in European culture. Utilizing historical-critical as well as depth psychological lenses, students will explore the rich landscape of medieval and early modern Christianity, including its founding figures, mystical texts, and material culture. Emphasis is placed on how mystics creatively re-visioned and responded to central themes and needs of their times through poetry, imagery, allegory, exegesis, and even architecture. Students will additionally analyze later developments that led to the decline of Christian mysticism in the modern period. With an emphasis on the role of the imagination, this course orients students to the diversity of mystical traditions and texts that arose during these tumultuous and creative times, and

asks where such mystical dimensions might be flowering or flourishing today.

Islamic Traditions

MS 608, 2 Units

This course explores the major historical traditions of Islam, including Sufism, as well as modern religious movements. Special attention is given to central themes in the Qur'an and the life of Mohammad. The cultural clash between Islam and the West is also examined.

MYTH AND LITERATURE

These courses focus on the interpretation of classical literature, poetry, and literary works from the medieval, modern, and postmodern periods.

Advanced Studies in Mythology I, II, III

MS 514, 614, 714, 3 Units Each

These courses are taught on a periodic basis as means for investigating a cultural tradition or thematic topic that is not addressed in the current curriculum.

Joseph Campbell: Metaphor, Myth, and Culture

MS 516, 2 Units

Following on Joseph Campbell's insight that "metaphor is the native tongue of myth," this course explores the centrality of myth in subjects as diverse as history, cosmology, religion, and poetry as well as the wide range of world narratives as inflections of one great monomyth. These explorations examine the nature of mythic consciousness and provide insight into the power of myth in psyche and culture.

Folklore and Fairy Tales

MS 602, 2 Units

This course studies the origins, structure, and interpretations of folk and fairy tales with a focus on the archetypal mythological symbolism of the stories. In addition, the course will explore the re-visioning of fairy tales in the folk ballad tradition, fairy tale illustrations, and postmodern literature. Finally, the course analyses and critiques the various theories of the interpretation of folktales.

Myth and the Otherworld

MS 619, 3 Units

This course explores the changing faces of the mythologies associated with the underworld, in representative Ancient, Classical, Medieval, Romantic, Victorian, and Modern texts. What was the primary focus of the myth in each of these periods? How does it reflect the changing spiritual, psychological, intellectual, and social issues of these periods? The course emphasizes the syncretic aspect of the mythologies of the underworld, which typically bring together motifs from a wide range of artistic, literary, and spiritual traditions.

Mythic Motifs in Popular Culture

MS 670, 3 Units

A myth, like a movie script or graphic novel, is a story that is false outside (not a true story) and true inside (like a symbol). The power of film and story to provoke emotions comes from the archetypal core of all conflicts that define human nature. Each generation of artists re-interprets the eternal stories to evoke everchanging cultural contexts. The

combined reading of comic books and recent superhero films alongside and as part of critical discourse from within historical, theoretical, and depth psychological traditions, empowers students to unpack and interpret a variety of mythological themes and examine their impact on popular culture today.

Myths of the Self: Memoir and Autobiography
MS 726, 3 Units

This course examines the mythic aspects of two literary genres (memoir and autobiography) and engages questions concerning the relation of memory and the imagination, the individual and the archetypal, self and others, and narcissism and guilt. Attention is given to classic examples of the genres, as well as reflections on the defining characteristics of these genres by literary critics, depth psychologists, and feminists. *Pass/No Pass*

Greek Tragedy: Language, Theory, Practice
MS 706, 3 Units

In his Poetics, Aristotle defines tragedy as a mimesis praxeos, or an "imitation of action." This course will explore tragedy as myth enacted, through attunement to the verbal and embodied language of a selected Greek tragedy in its historical context; its contemporary theoretical approaches to studies in Greek tragedy. These concepts will be applied to exercises in creative practice and scene work. From this combined perspective of historical grounding, theoretical influences, and arts-based research, we will explore tragedy as a vehicle for some of the most powerful human stories that have been adapted and transformed by theatre-makers, scholars, and storytellers around the world. Our critical and creative investigation will engage tragedy's timeless questions of fate versus free will, intergenerational narratives as determinants of individual action, conflicts between the laws of the gods and those of the state, and the relationships between self, kin, and community.

DEPTH PSYCHOLOGY AND CULTURE

Depth psychology is an important resource for the study of myth, literature, religious traditions, and culture. These courses draw substantially on the work of Freud, Jung, and Hillman and provide hermeneutical approaches that complement methods used in other disciplines such as religious studies and literature.

Body, Earth, and Wholes
MS 617, 2 Units

This course explores concepts of identity and experience that are undergirded by a metaphysics of wholeness. Integrating analysis and insights from feminist, earth-based, and nonviolence scholars and spiritual activists that reorient us towards life-affirming embodied epistemologies, it (a) considers the construction of identity as an identifier of power, and (b) invites students to attend to identity outside a politics of domination, in resistance to an us/them view of the world. Theorists we engage with in reknitting our sense of being human and our relational encounters with the world include Audre Lorde, Gloria Anzaldúa, and Riane Eisler.

Jungian Depth Psychology

MS 511, 2 Units

Key Jungian concepts such as the collective unconscious, archetypes, and the individuation process are surveyed with attention to the evolution of these theoretical constructs. The influence of Jung's ideas on the arts, literature, and religious thought is explored.

Dreams, Visions, Myths

MS 521, 2 Units

Examination of dreams arises out of certain assumptions: that psyche is nature revealing herself in images, that psyche is multidimensional, and that the images of dreams give form to the various expressions of psychological life. The focus is on dream theory and amplification methods. *Pass/No Pass*

Archetypal Psychology

MS 611, 2 Units

The depth psychology of C.G. Jung and his successors enables us to see how mythology expresses psychology and how psychology may be understood as mythology. Special attention is given to insights from James Hillman's archetypal psychology, including the notions of personifying, pathologizing, psychologizing, and dehumanizing. The works of other post-Jungian writers are also examined to exemplify selected aspects of the archetypal approach.

Psyche and Nature

MS 615, 3 Units

This course invites us to attend to the call of the living psyche and the deep mystery of nature. Covering ecopsychological, depth psychological, philosophical, and critical dimensions and drawing upon the transdisciplinary contexts of animal and plant studies, the course aims to explore the archetypes of connection and the archetypes/shadows that interrupt connection with the Earth. We unpack and deconstruct inner models of disconnection, and forge new patterns and myths integrating spirit and matter. We investigate further the 'wild' practices at the intersections of myth, imagination, art, and the body that affirm soulful knowing of our ancient belonging to life on Earth. Indigenous perspectives offer theories and metaphors about ecological balance and relationship, and inspire us to reconstruct and renew the myths of self and community in a more-than-human world.

RESEARCH

Research skills are cultivated through a series of courses leading to dissertation writing.

Colloquium

MS 640, 1 Unit

This series is an exploration of critical issues pertaining to the study of myth in relation to religious traditions, literature, depth psychology, and culture. The course is based on a guest lecture by a major scholar in the field of mythology. *Pass/No Pass*

Comprehensive Exam

MS 800, 0 Units

This course is designed to assess students' understanding of theoretical perspectives on myth and their ability to apply these perspectives to a particular tradition. It also evaluates the ability to reflect on myth in relation to depth psychology, literature, and cultural issues. *Pass/No Pass*

Approaches to the Study of Myth

MS 620, 2 Units

An exploration of philosophical, artistic, literary, musical, and psychological approaches to myth, from antiquity to postmodernism. The course will introduce the student to major schools of the interpretation of myth, with depth psychological perspectives placed in conversation with contemporary critical theory. The course will also empower students to develop their own approaches to myth, in a course paper that applies theory to a mythological/cosmological subject of their choice, with the understanding that this study could potentially serve as a precursor to the dissertation subject area, or theoretical approach.

Methods and Contemporary Issues in Religious Studies

MS 720, 2 Units

In many ways Religious Studies can be seen as a forerunner of Mythological Studies. Awareness of the debates that shaped this field and the methodological approaches that emerged from them can help students determine how best to hold the phenomenon of myth up to view. The aim of this course is to understand these various possible approaches and the wider implications of those choices.

Research Strategies for Dissertation Writing

MS 730, 2 Units

This course examines dissertation research options supported by the program including theoretical studies in the humanities and production style projects. It explores the technical aspects of conducting research such as style, rhetoric, and utilization of library resources. The psychological aspects of research and writing processes are also addressed. *Pass/No Pass*

Dissertation Formulation

MS 733, 2 Units

The issues, tasks, and processes of conducting research and drafting initial concepts are addressed. This course provides the framework for implementing a research idea and writing the concept paper which serves as the basis for the dissertation proposal. The class also teaches strategies and techniques for research and completion of the concept paper. *Pass/No Pass; No Incompletes*

Special Topics in Mythological Studies I, II, III

MS 599A,B,C; 699A,B,C; 799A, B, C, .50 Unit Each

This course consists of lectures by institute faculty and guest speakers on a wide range of topics pertaining to myth, religious traditions, literature, depth psychology, and culture. The lectures provide

opportunities to learn about traditions, text, and themes that are beyond the scope of other courses and/or to present alternative perspectives on course material. *Pass/No Pass*

Self-Directed Studies

MS 970, 3.5 Units

The purpose of Self-Directed Studies is to allow students to explore areas of interest in mythological studies and depth psychology outside the boundaries of the curriculum. This may take the form of attending conferences, workshops, lectures, and/or seminars; engaging in relevant depth transformative practices; participant observation research or fieldwork; or other training that augments the three disciplinary components of the program: mythology and religious traditions; myth and literature; depth psychology and culture. Student must complete a total of 35 hours and submit a reflective paper; this may occur anytime during the course of the program, and is required for the awarding of the Ph.D. All hours must be pre-approved through discussion with a self-directed studies coordinator. *Pass/No Pass*

Dissertation Writing

MS 900, 15 Units

Under the supervision of a Dissertation Committee, students submit a proposal, conduct original research, write and defend a doctoral dissertation. Additional fees will be assessed for this course. *Prerequisite: MS 733;* Pass/No Pass

DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete 89 quarter units to fulfill the unit requirement for graduation.
2. A minimum grade of “C” is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course.
4. Students must successfully pass a Comprehensive Examination during the second year of course work. Each exam essay must receive at least 70 points. The M.A. degree is awarded when this is achieved along with the completion of 47 quarter units. To be eligible to continue taking course work for the Ph.D. degree, students must receive at least 80 points for each exam question.
5. Students must pass an Oral Consultation pertaining to a concept paper for the dissertation.
6. Students must submit and defend an original dissertation accepted by the faculty.

COMPREHENSIVE EXAMINATION

The Comprehensive Examination is a written exam taken during the second year of the program that examines students’ understanding of theoretical perspectives pertaining to myth, as well as their ability to apply them to particular cultural traditions. It also assesses students’ ability to reflect on myth in relation to depth psychology, literature, and cultural issues.

ORAL CONSULTATION AND CONCEPT PAPER

An oral consultation takes place in the Dissertation Formulation course during the third year of the program. The purpose of this assessment is to raise critical questions pertaining to the proposed dissertation project. Students must successfully incorporate the critique of this consultation into their dissertation Concept Papers in order to enroll in dissertation writing, form a dissertation committee, and be advanced to candidacy.

DOCTORAL DISSERTATION

The dissertation requirements include successful completion of the advanced research courses: Religious Studies, Approaches to Mythology, Research Strategies for Dissertation Writing, and Dissertation Formulation. Students must produce an acceptable Dissertation Concept Paper before enrolling in Dissertation Writing. The Dissertation Committee is composed of a Chair, a Reader, and

an External Reader. Each member must possess an earned doctorate degree based on a dissertation, unless this requirement is waived by the Research Coordinator of the Mythological Studies Program.

M.A. in Depth Psychology and Creativity with Emphasis in the Arts and Humanities

Creativity is an enigma. As poet and psychoanalyst Clarissa Pinkola Estés has observed, it is a "shapeshifter," a "dazzling spirit" that appears in all our lives while eluding our attempts to explain its radiance. C.G. Jung regarded creativity as a vital human instinct; a force akin to nature itself, which drives the unfolding and shaping of every life. Creativity is also a calling, one that makes its claim upon individuals who in turn devote themselves to crafting the stories, objects, and experiences that illuminate and transform our world. In fact, the world itself has its own creativity, manifested in the archetypes of the collective unconscious, whose symbols, images, metaphors, and movements are all the *prima materia* for our inexorably interrelated lives.

This M.A. program's approach is broad, highly transdisciplinary, and satisfying for those who seek to combine intellectual exploration with creativity. Honoring Pacifica's mission to tend soul in and of the world, the program emerges from the depth psychological perspective that artmaking is soul-making as it supports students who crave deeper levels of understanding and devotion in their creative lives. Intellectual rigor is combined with creative expression, and dialogue between students and faculty with a focus on expanding individual and collective potentials as contributors to the unfolding of a more just, vibrant, and soulful world. The program is designed for those who seek to live and work more intuitively, meaningfully, and expansively while fostering the same qualities in others. This program attracts individuals in the visual, performing, narrative, film, video, and media arts; advertising, marketing, architecture, fashion, and design; teachers of every grade level from K-12 to college, plus many from diverse and overlapping fields such as social services, community organization, corporate leadership, somatics, yoga, the healing arts, and ministry. The program culminates in the completion of a significant individual creative project and/or portfolio. A previous professional creative background is not required for admission.

Students in the M.A. in Depth Psychology and Creativity program:

- Discover strategies for tapping into the deep well of the collective unconscious as the primary source of imagination and creativity.

- Study how people working in any creative capacity inspire and influence each other, along with how they foster awareness, passion, and empathy in others.
- Increase their creative generativity and cultivate their aesthetic sensibilities by entering into deep, sustained, and meaningful conversation about the creative life with faculty and peers, with contemporary and historic literature, films, and works of art spanning diverse genres, cultures, and periods of time.
- Find rich sources of inspiration and understanding about the call to create in the humanities, including the study of mythology, philosophy, psychology, history, literature, spirituality, and ecology.
- Complete substantial creative projects and critically reflect upon their personal creative processes and goals.
- Receive an empowering and authoritative degree that expands their vocational options and opens up new career possibilities.

A BLENDED HYBRID LOW-RESIDENCY PROGRAM

This hybrid degree program takes advantage of online distance-learning technologies that allow students to work and learn in their home environments. Additionally, once each quarter, students gather on campus for a four-day weekend (Thursday, Friday, Saturday, and Sunday) in a retreat-style residency. During these on-campus sessions, students have access to the Institute's extensive resources and are able to further community involvement and professional collaboration. They join classmates from around the world in forming professional relationships and networks of like-minded individuals. This convenient format brings Pacifica's graduate degree programs to global citizens and the life-long learners who otherwise might not be able to fulfill their educational calling.

The M.A. program in Depth Psychology and Creativity with Emphasis in the Arts and Humanities provides a versatile, transdisciplinary, and highly applicable education informed by the interrelated concerns of the arts, the humanities, and depth psychology. The program's unique learning format combines the best aspects of a connected, soulful, and transformative inter-personal experience with the convenience of distance-learning technologies.

CURRICULUM OVERVIEW

FIRST YEAR

Creativity and Aesthetic Sensibility – DCH 100, 3 Units

Comparative Mythology and Contemporary Mythopoesis – DCH 110, 3 Units

The Complex Nature of Inspiration – DCH 120, 3 Units

Creative Influence Across the Humanities – DCH 130, 3 Units

The Expressive Power of Archetypes – DCH 140, 3 Units

C. G. Jung, Individuation, and the Symbolic Life – DCH 150, 3 Units

The Purpose and Power of Image – DCH 160, 3 Units

Project Workshop I: Creative Dialogue and Design – DCH 170, 3 Units

The Multicultural, Multimedia, Transformative Fairy Tale – DCH 190, 3 Units

SECOND YEAR

Active Imagination, Dreams, and Psychic Creativity – DCH 200, 3 Units

Mythic Narratives: Eternal Sources and Contemporary Inflections – DCH 210, 3 Units

Psyche-Nature: The Ecology of Co-creative Transformation and Resilience – DCH 220, 3 Units

The Healing Power of Creativity – DCH 230, 3 Units

The Artist as Activist and Agent of Social Change – DCH 240, 3 Units

Technology and the Psyche – DCH 250, 3 Units

Creativity, Vocation and Alchemical Work – DCH 260, 3 Units

Project Workshop II: Creative Expression and Reflection – DCH 270, 3 Units

Selected Topics in Depth Psychology, Creativity, the Arts & Humanities – DCH 280, 3 Units*

This curriculum may vary depending upon changing academic needs.

Courses may be offered in years different from what is listed and is dependent on when students matriculate in the program.

* This course may replace any of the above and the curriculum may vary depending upon evolving academic needs.

Creativity and Aesthetic Sensibility
DCH 100, 3 Units

While on the surface, creativity seems a simple phenomenon, it is actually quite complex. Though often studied, we still do not know the source of creativity: is it the right-brain, is it our unconscious psyche, is it the muse, or is it God? Throughout the course, students read from a wide variety of interdisciplinary texts on the nature of creativity, ranging from science to psychology to spirituality to philosophy, identifying some of the key debates in the field. In addition, students will engage with both historic and contemporary theories on aesthetics and aesthetic response from a variety of cultures as they explore questions such as: Is the sense of beauty in our biology, or is it socially constructed? Why are we moved by some artworks and experiences and not by others? Should art have a purpose? Throughout the course, students discover the rich, yet relatively unknown, insights that Jungian and archetypal psychologies offer to the field of aesthetics as they critically reflect upon their own beliefs about the nature of creativity and the cultivation of their aesthetic sensibility.

Comparative Mythology and Contemporary Mythopoesis
DCH 110, 3 Units

Joseph Campbell understood mythology to be humankind's most creative act. In her introduction to Campbell's *Hero with a Thousand Faces* (2004), Clarissa Pinkola Estés writes, "[Campbell] shows how the heroic self…offers depth of insight and meaning. It is attentive to guides along the way, and invigorates creative life." Taking a critical look at Campbell's work from a contemporary perspective, students will explore how myths manifest in each new era, across a broad range of literary, artistic, psychological, and educational practices as means for analyzing mythology itself. In addition, students will study multi-cultural mythemes as models for engaging in comparative mythology, focusing on archetypal motifs, as these serve as fertile ground for creative mythopoesis.

The Complex Nature of Inspiration
DCH 120, 3 Units

Creative people have all experienced those moments when our work seems as if it's emerging from somewhere wholly "Other." Characters become autonomous, surprising their writers. The hands chip away at the stone until a figure emerges. The fingers hover over the keyboard, then move seemingly with their own will. Later, we wonder to ourselves, "Who created that?" What is it that inspires, even possesses the creative artist? Do we draw from mythology and consider it the arrival of a Muse? Do we envision it as our *daimon*, an ancient idea revived by James Hillman? Or dare we wonder whether it's the presence of a psychological complex, which Jung called the *via regia,* or royal road, to the personal and collective unconscious. This course explores multiple theories of the source of inspiration from both Western and non-Western traditions. Students will read case studies of well-

known creatives, their sources of inspiration and the complexes which are reflected in their work, as they consider their own personal complexes and their connection to their creative life.

Creative Influence Across the Humanities
DCH 130, 3 Units

This course explores the rich terrain of creative influence by examining several notable case studies of artists who have influenced one another, other forms of art, and history and culture at large. We define “artist” broadly as anyone working creatively in their field in diverse cultures including indigenous traditions; in this sense, environmentalist John Muir is an artist who was influenced by poets such as William Wordsworth, John Milton, and Ralph Waldo Emerson; civil rights activist and preacher Martin Luther King, Jr. is an artist who was influenced by Mahatma Gandhi and Henry David Thoreau; psychoanalyst and dancer Marion Woodman is an artist who was influenced by Emily Dickinson, William Shakespeare, and many other poets. Students will present their own personal case study of the artists, pieces of art, art forms, and movements which have most influenced them.

The Expressive Power of Archetypes
DCH 140, 3 Units

Archetypes can be defined as universal patterns which reside in the collective psyche. We all know the characters when we see them: the Lover, the Innocent, the Sage, the Villain, etc. We all recognize the themes when we see them: the Fall from Innocence, the Battle Between Good and Evil, the Hero's Journey, etc. These archetypes are found in classic pieces of art, in diverse cultures across the globe as well as the artifacts of pop culture; the stronger the archetypal presence, the more powerful, evocative, and resonant the product is likely to be. This course begins with an overview of archetypal theory from Jungian, post-Jungian and archetypal perspectives, and then turns toward an examination of art and cultural artifacts which express archetypal themes. Particular emphasis is placed on the archetypes of the Artist and the Creator as they are manifested in film, literature, and other mediums. Throughout the course, students will become more aware of the archetypal presences which manifest in their creative projects, while discovering ways to invite and amplify the archetypal energies that inform and guide a creative life.

C. G. Jung, Individuation, and the Symbolic Life
DCH 150, 3 Units

Classical Jungian concepts such as ego, Self, persona, shadow, anima/animus, collective unconscious, transcendent function, and individuation are studied in light of the creative process. Jung’s own relationship with his creativity will be explored, especially his struggle between what he called Personality Number One and Personality Number Two, between the Scientist and the Artist within. This course also takes a tour through some of Jung’s seminal

essays in Volume 18 of the Collected Works, *The Symbolic Life*, including the title essay, which states that people "are creative on account of the symbolic life." Jung's example and theoretical works provide a process for whereby students can utilize creativity in the individuation process, including finding their voice, following their calling, and discovering the myths they are living in order to create a more authentic life. Students are encouraged to embody the symbolic life in ways that support multicultural, sexual and gender diversity.

The Purpose and Power of Image
DCH 160, 3 Units

Depth psychology has always maintained a close relationship with Image—the literal images which visit in our sleep, the fantasy images we flirt with while awake, the autonomous images that appear "out of nowhere," the metaphorical images we have of ourselves and others—the psyche is always creating images. In turn, those images give shape to our psyche, an idea which archetypal psychologist James Hillman explored in his work. Hillman proposes that "at the soul's core we are images," and that life can be defined as "the actualization over time" of the images in our hearts and souls. Hillman goes even further by suggesting that our unique images are the essence of our life, and "calls [us] to a destiny." Students will study the writings of a diverse group of scholars and creators on the oftentimes contentious history, purpose and power of Image in psychological, cultural, social, spiritual and creative life, as they meditate upon the core images meaningful to their own lives and work.

Project Workshop I: Creative Dialogue and Design
DCH 170, 3 Units

This course takes place at the end of the first year, and asks students to work together in dyads or small groups to envision, design, and then create a shared artistic product that arises from a creative, collaborative dialogue between them. For example, an animator may pair with a dancer, a chef may pair with a painter, a poet may pair with a photographer, a writer may pair with a filmmaker and a musician, etc. Students share their process through online discussions and share their final outcomes during the residential session. Readings for the course focus on diverse understandings of the collaborative process and on examples of historic and contemporary creators who have worked together. *Pass/No Pass*

The Multicultural, Multimedia, Transformative Fairy Tale
DCH 190, 3 Units

C. G. Jung noted that "I am stuck" is the theme of fairytales and myth, and also that of everyone who comes into psychotherapy. Fairy tales, variously related to folktales, legends, and mythology occur globally in ancient, modern and indigenous societies as oral narratives with centuries of history and cultural shaping. Often conspicuously lacking fairies, these tales historically transition archetypal creativity

into new artistic media such as the novel, theater, music, fashion-design, television, film, and gaming, as well as providing psychological treatments of power and identity from folklore.

Fairy tales affect history and power on the one hand – as in the perception of leaders and the sacred – while also making structures of creativity in the individual psyche. Today they are vehicles for re-enchantment with potential for healing and invigorating a troubled world. Fairy tales transform being and doing as, on the one hand, an intrinsically democratic heritage, while simultaneously in-forming social structures in ways that can be oppressive as well as liberatory. As such, fairy tales are core material of the DCH program in linking psyche to history. Often indebted to more complex myths, fairy tales build cultural being from oral transmission. There are therefore both a tremendous resource for psychic creativity and an important subject for ethical criticism from within the humanities traditions. The Multicultural, Multimedia, Transformative Fairy Tale course will examine fairy tales as the psychic mechanism of archetypes in the context of developing creativity and of mobilizing critiques of their use to mystify social injustice. The course will consider fairy tales from marginalized and indigenous cultures as well as well-known examples in multimedia form. Above all, The Multicultural, Multimedia, Transformative Fairy Tale will give students the means to use fairy tales for creative practice, and as individuation stories that are open to revision, on both a personal and collective level.

Active Imagination, Dreams, and Psychic Creativity

DCH 200, 3 Units

Active imagination is the name given to the technique C. G. Jung pioneered for accessing unconscious material in the psyche, often by working with an image or by dialoging with an inner figure; *The Red Book* contains 16 years of Jung's active imagination within its covers. Students will study *The Red Book* in addition to Katherine Sanford's *The Serpent and the Cross: Healing the Split through Active Imagination* which contains 62 archetypal paintings along with dreams and active imaginations representing 30 years of Sanford's personal inner journey. In addition to active imagination, the role of dreams in the creative life will be explored. For millennia, people across cultures have received inspiration and guidance from their dreams while asleep and their visions while awake, and from the rituals they have undertaken to explore the creative unconscious. As one of the final products in this course, students will create and share an artistic product inspired by one of their own dreams or active imaginations.

Mythic Narratives: Eternal Sources and Contemporary Inflections

DCH 210, 3 Units

In the book series *The Myths,* contemporary world-renowned authors re-tell ancient myths, writing them in their unique style with their own particular spin. Though a relatively new series, there is nothing new about the concept: artists across

mediums have always drawn on myths for inspiration and source material. Sometimes, they recreate them using modern technology, such as the animated version of *Hercules*, or the 3-D version of *Clash of the Titans.* Other times, they borrow ancient mythic themes to create an entirely new story; for example, C. S. Lewis' novel *Till We Have Faces* retells the Cupid and Psyche myth*;* the South African novel *Cry the Beloved Country* by Alan Paton retells the myth of the prodigal son. In truth, the most impactful films, novels, plays, and other artistic expressions not only reflect eternal mythic narratives, but do so in a way that feels fresh and timely. Students will compare several original myths from a wide variety of cultures with both historical and contemporary retellings of them, and will produce their own creative retelling of a myth.

Psyche-Nature: The Ecology of Co-creative Transformation and Resilience
DCH 220, 3 Units

This course explores the artist/maker/creative individual as Ecocritic, Ecoactivist, and Ecotherapeute within a framework that introduces deep questions on the origins of creativity, the creative process, and the dynamic intermeshing of human nature and non-human nature. This vital relationship is approached via forays into complexity theory, alchemy, ritual, myth, and healing practices such as ecotherapies, and the ecopsychologies of various world cultures. Students will explore the unique connections and responsibilities of the creative individual to nonhuman nature as it interrogates our largely unexamined or overly Westernized ideas of "nature," "human," "psyche," "environment," and "wellbeing." These explorations include examining how an individual inhabits, influences and co-creates "place," even as that individual is influenced, inhabited and co-created by "place" itself. In addition, this course foregrounds insights and strategies that enhance our communal powers of resilience, activism, compassion for, and collaboration with our shared world of other-than-human nature.

The Healing Power of Creativity
DCH 230, 3 Units

Art therapy, music therapy, dance therapy, sand-tray therapy, psychotherapy, and narrative therapy are recently established therapeutic modalities in contemporary psychology. Other therapeutic forms such as bibliotherapy, landscape therapy, film therapy, horticultural therapy, and architectural therapy have also recently emerged. Though these forms of therapy are relatively new to Western psychology, they have ancient cross-cultural roots. This course will study those diverse and timeless roots, along with their contemporary manifestations in Western, non-Western and indigenous settings. Students will discuss the ethical implications of working with the creative psyches of others with the intent to heal or transform, while meditating on the kinship of the artist and therapist. Throughout the course, students will reflect upon the pieces of art,

art forms, and creative practices that have been a source of personal healing and transformation.

The Artist as Activist and Agent of Social Change
DCH 240, 3 Units

Artistic expression has always had the power to raise consciousness and contribute to social change. The photographs of Dorothea Lange which chronicled the tragic poverty of the Great Depression, Upton Sinclair's novel "*The Jungle*" which highlighted the corruption of the meatpacking industry at the turn of the 20th century, and the documentary films of Michael Moore. In fact, art and artists have played a powerful role in many revolutionary movements: for example, Mexican muralism which arose in the 1930's in post-revolutionary Mexico, and the Black Arts Movement in the United States during the 1960's. Great works of art often open up taboo conversations: one recalls movies like *Guess Who's Coming to Dinner* which used humor to explore interracial relationships, and *Brokeback Mountain* which used tragedy to challenge heteronormality. Through examples like these and more, this course explores the artist as activist and agent of social change. Working in groups, students will select a social issue of importance to them and use various forms of creative expression to raise critical consciousness.

Technology and the Psyche
DCH 250, 3 Units

From the alphabet to motion capture, technologies have been integral to human expression. Technologies shape the landscape of the physical worlds we inhabit as well as the stories and images of human experience. The interchange between technology and the psyche stimulates the flow of creative thinking, influences our dreams, and is the gift from the gods that fires human enterprise. This gift brings with it light (literally, as in the case of Edison's invention of the light bulb) and shadow (literally, as in the case of the atomic bombs which covered Hiroshima and Nagasaki in a shroud of darkness). A significant heritage of technology and psyche is alchemy. Thought to originate in Africa (Egypt), alchemy also emerged from ancient China and was developed in Islamic cultures in the medieval period before profoundly influencing the arts and sciences of medieval Europe. Linked to magic and astrology, alchemy was transported to America and continued in the arts. Adopted by C. G. Jung as historical precursor to his psychology, alchemy is the creative and symbolic technology of the soul. This course will therefore include alchemy as philosophical praxis rooted in the archetypal psyche. Students will consider how technology sculpts diverse cultures and affects not only the way we live, but more specifically, the ways we create and what we create. A particular focus will be placed on the Internet and digital technologies as a source of enchantment of, and within, human expression.

Creativity, Vocation, and Alchemical Work
DCH 260, 3 Units

Given the rapid technological and cultural changes of the 21st century, a program that prepares students for the creativity of soul needs a space to develop ideas, theories and practices of vocation. To what are we "called" in our deepest selves? What is evoked within us that guides us to a life's work; the work of a life that is both an inner direction and an outer calling? Alchemy has long been regarded as the art of psychic, artistic, spiritual and social transformation. Creativity, Vocation and Alchemical Work explores alchemy as a way to orient students to the depths of their life work. The course will combine the study of alchemy as practical transformation, with an imaginal knowing that opens a way into vocation, calling, and creativity applied to "work" in its economic, social, cultural and spiritual dimensions. While the first half of this course will use the lens of alchemy, the second will enable transformative practice of creativity within practical applications, such as finding fresh ways to provide transformational creative work; developing outreach through the web; working new media in alchemical practice and applying depth psychological processes to existing employment and vocational models. Above all, the course seeks to re-configure vocation towards depth and meaning in the context of the alchemical transformation of psyche in the world.

Project Workshop II: Creative Expression and Reflection
DCH 270, 3 Units

This course takes place at the end of the second year. Students will reflect upon what they have learned in the program, and will create a project or portfolio that expresses and reflects their learning. This may take the form of a performance piece, a series of photographs, a collection of essays or poetry, a digital media expression, collage work, sculpture, a film, etc. Students will share their work final residential session, and will turn into their instructor a written essay which summarizes their learning and growth while in the program. Students are encouraged to incorporate issues of diversity and social justice as they take their creativity out into the world. *Pass/No Pass*

Selected Topics in Depth Psychology, Creativity, the Arts & Humanities
DCH 280, 3 Units

Course content may vary. May be repeated for credit.

REQUIREMENTS FOR GRADUATION

1. Students must complete a total of 48 units to fulfill the unit requirement for graduation.
2. A minimum grade of "C" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course (both online and residential).

M.A. /Ph.D. in Psychology, Religion, and Consciousness

Online Program

The study of human consciousness traverses a wide range of phenomena, including advances in the psychology of the unconscious, religious and spiritual experience, near-death experience and altered states of consciousness, the mind-matter problem, as well as the broad spectrum and phenomenology of consciousness itself. Pacifica Graduate Institute's online MA/PhD program in Psychology, Religion, and Consciousness rigorously and creatively engages with such diverse and wide-ranging phenomena, and dialogically synthesizes these vital areas of academic inquiry into a unique inter-disciplinary graduate-level education.

The emergence over the past fifty-plus years of a reinvigorated, pluralistic, and spiritually diverse culture has demonstrated increasing numbers of people eschewing traditional religious belief and practice in favor of experimental, individualistic, and highly syncretized spiritual paths. In response to the prevailing secularism of modern society and the decline of traditional religions, such people find themselves embarking on a quest for deeper life meaning, self-knowledge, and direct religious experience, often within the context of alternative or emerging communities. One need only consider the plethora of practices and perspectives now available—depth psychology, transpersonal psychology, integral theory, yoga, shamanism, psychedelics, mindfulness, esotericism, mysticism, global mythologies and nonwestern religions, creative arts, Indigenous practices, new-paradigm sciences, ecological consciousness, and more.

This program seeks to critically consider the context in which this situation has arisen, to explore and examine the psychology of religious experiences and practices across a wide range of disciplines, and to consider the nature of religious consciousness as it arises both individually and communally. The approach is both theoretical – and to a certain extent – experiential, with students sampling certain practices or considering forms of spirituality as ways of life through the living examples of

specific individuals, cultures, and emerging paradigms. An inter-disciplinary approach that integrates the tools and traditions of depth psychology, religious studies, and consciousness research serve as guiding paradigms within which to explore broader as well as more focused curricular topics, with disparate and often diverse disciplines juxtaposed and brought into dialogue, potentially yielding emergent creative syntheses and new knowledge. The program also considers the extent to which the areas and approaches studied here might form part of a holistic, integral vision of human spirituality in relation to nature and the planet. Throughout, the program will address the pressing problems and crises of our time, including the growing ecological crisis, post-patriarchal religion and spirituality, the violation and exploitation of nature, the restitution of Indigenous and marginalized psychologies and cosmologies, and the emergence of globalized consciousness.

Program Learning Objectives

- Demonstrate ability to articulate and apply key concepts and approaches derived from relevant perspectives in psychology, religion, and consciousness studies.
- Critically analyze theoretical approaches in the study of psychology, religion, and consciousness.
- Conduct research that makes an original scholarly contribution.
- Demonstrate introspective capacities and a depth psychological or religious sensibility in the exploration and understanding of both personal and collective experience.
- Evaluate the study of psychology, religion, and consciousness in relation to other disciplines and to historical and cultural contexts.
- Demonstrate the capacity for structured thought, and the clear articulation and persuasive communication of theories and perspectives in the psychology of religion and consciousness studies.
- Analyze the significance and practice of psychology, religion, and consciousness studies to 21st century conditions, including globalization, ethical concerns, diversity, and multiple ways of knowing.

Student Career Path & Goals

- Postdoctoral research in the psychology of religion, comparative religion or religious studies, consciousness studies, cultural studies, depth psychology, transdisciplinary studies, and cognate areas.
- College professor / university lecturer in the above areas.
- Government and non-profit think-tanks and research bodies dealing with complex problems and future trends, such as commentary on social patterns and practices.
- Psychotherapists and healers with a special interest in spirituality.
- Guides, coaches, and mentors in the areas of transpersonal psychology and spirituality.
- Workshop leaders and authors of popular books, articles, and blogs on spiritual matters.

CURRICULUM OVERVIEW

The Master of Arts degree is awarded after the first two years of study and successful completion of the comprehensive examinations. Students seeking the doctorate degree engage in a third year of course work that includes a sequence of research courses and the development of a concept paper for the dissertation. The fourth and fifth years of study focus on dissertation writing and research. Continuing supervision is provided for the completion of the dissertation.

The live, online portion of PRC classes takes place twice per week during fall, winter, and spring quarters. There are no courses offered during the summer quarter.

FIRST YEAR

Fall

Psychology, Religion, and Consciousness in Context – PRC 710, 3 Units
Spirituality Without Religion in a Secular Age – PRC 711, 3 Units

Winter

Foundations in the Study of Consciousness – PRC 712, 3 Units
Ecology, Religion, and Consciousness: Beyond Anthropocentrism – PRC 730, 3 Units

Spring

Jungian Psychology I: Structure and Dynamics of the Psyche – PRC 732, 3 Units

Psychedelic Spirituality, Transpersonal Psychology, and Non-Ordinary States of Consciousness – PRC 830, 3 Units

SECOND YEAR

Fall

Black Consciousness in Religion and Culture – PRC 835, 3 Units

Indigenous Psychologies and Cosmologies – PRC 831, 3 Units

Winter

Jungian Psychology II: Psychology and Religion – PRC 832, 3 Units

Yogic Psychologies of Consciousness – PRC 834, 3 Units

Spring

Gnosticism and the Gospel of Thomas – PRC 850, 3 Units

Contemplative Spirituality Practicum – PRC 851, 3 Units

Written Comprehensive Examination – PRC 800, 0 Units

THIRD YEAR

Fall

Technology and the Post-Human: The Future of Soul and the Basis of Consciousness – PRC 950, 3 Units

Research Methodologies – PRC 910, 3 Units

Winter

Comparative Mysticism: From Perennial Philosophy to Participatory Spirituality – PRC 952, 3 Units

The Death of God: Nietzsche, Nihilism, and the Ubermensch – PRC 951, 3 Units

Spring

Archetypal Cosmology and the Evolution of Consciousness – PRC 930, 3 Units

Dissertation Development – PRC 911, 3 Units

Continuing

Dissertation Writing* – PRC 980, 15 Units

Self-Directed Studies – PRC 970, 3 Units

*The curriculum may vary depending upon evolving academic needs. The required fourth and fifth years of study focus on reading, research, and dissertation writing

CONTEXTS, PARADIGMS, AND RESEARCH

Courses in this area introduce the paradigms central to the program's approach and seek to place the current era in historical context, reflecting society's transition into a post-Christian secular age. Courses consider the influences of feminism, ecological concern, and post-patriarchal consciousness in understanding and interpreting the psychology of religious consciousness. This area also includes research courses, providing students with the skills and methodologies needed for doctoral research and preparing them for dissertation writing.

Psychology, Religion, and Consciousness in Context

PRC 710, 3 Units

This course approaches the Psychology of Religion from a historical and theoretical perspective and introduces students to the study of consciousness. The course uncovers the occult and Spiritualist influences on both disciplines through an examination of four founding figures of modern psychology: Frederic Myers, William James, Sigmund Freud, and C.G. Jung. Students engage with William James' perennial question regarding the scope and limits of human consciousness, and ask, if consciousness can extend "beyond the margins" of our ordinary, waking selves, what might constitute not only its limits, but the farther reaches of consciousness as well?

Spirituality Without Religion in a Secular Age

PRC 711, 3 Units

Consistent data over the past several decades has shown a decline in "organized religion" among general populations in the U.S. and Europe. Yet, at the same time, these same cultures have witnessed a tremendous growth in "spirituality" – often without any corresponding religious tradition or belief. The emergence of multiple and diverse "Spiritual But Not Religious" movements can clearly be articulated within a growing scholarly body of work behind several of them. This course examines this phenomenon in the context of an increasingly secular landscape that remains avowedly "spiritual," including new (counter)cultural movements that have since emerged.

Foundations in the Study of Consciousness

PRC 712, 3 Units

Starting with the foundational philosophical questions “what is consciousness?” and “what is it like to be conscious?” this course considers and critiques prevailing materialist and dualist views of consciousness in comparison to panpsychism and panexperientialism. Examining the relationship of consciousness to the mind and brain, students explore the idea of consciousness as an emergent phenomenon associated with complexity of material organization. The notion of an “evolution of consciousness” with specific consideration of the possible religious or spiritual value or telos behind such an evolution is at the heart of the course, alongside the related proposition that there are different levels and/or structures of consciousness. Western views of consciousness are compared and contrasted with non-Western perspectives, especially understandings of consciousness in the spiritual traditions of India. Figures covered in the course might include David Chalmers, Susan Schneider, Harald Atmanspacher, Pierre Teilhard de Chardin, Sri Aurobindo, Jean Gebser, and Ken Wilber.

Research Methodologies

PRC 910, 3 Units

An introduction and overview of key theoretical approaches to conducting scholarly research in the fields of psychology, religion, and consciousness, with an emphasis on inter- and trans-disciplinary inquiry. Key methodological areas of hermeneutic inquiry include: spiritual and transpersonal approaches; feminist and de-colonial perspectives; consciousness studies in the humanities; and arts-based research. Students are encouraged to formulate an appropriate working methodology that will serve as the foundation of their dissertation research question.

Written Comprehensive Examination

PRC 800, 0 Units

The Comprehensive Examination is a written exam taken during the second year of the program that examines students’ understanding of theoretical perspectives pertaining to the core competencies of the three PRC program areas. Students must pass this capstone requirement of the program in order to receive the MA degree as well as to continue into Year 3 of program coursework. *Pass/No Pass*

Dissertation Development

PRC 911, 3 Units

This course provides the framework for implementing a research idea and writing a concept paper for the dissertation, and prepares students for the task, guiding them through the research project and concept paper. Students learn how to navigate through the dissertation landscape, including forming a committee, organizing the project, crafting a Literature Review, and confronting psychological roadblocks along the way. Students complete an oral consultation within the course. The purpose of this assessment is to raise critical questions pertaining to the proposed dissertation project. Students must successfully incorporate the critique

of this consultation into their dissertation Concept Papers. *Pass/No Pass*

Dissertation Writing
PRC 980, 15 Units
Under the supervision of a Dissertation Committee, students submit a proposal, conduct original research, write and defend a doctoral dissertation. Additional fees will be assessed for this course. *Prerequisite: PRC 911; Pass/No Pass; No Incompletes*

Self-Directed Studies
PRC 970, 3 Units
Self-Directed Studies allows students to explore areas of interest in psychology, religion, and consciousness studies outside the boundaries of the curriculum. This may take the form of attending conferences, workshops, lectures, and/or seminars; engaging in relevant depth transformative practices; participant-observation research or fieldwork; or other training that augments the three inter-disciplinary components of the program. Student must complete a total of 30 hours and submit a reflection paper; this may occur anytime during the course of the program, and is required for the awarding of the Ph.D. All hours must be pre-approved through discussion with the Self-Directed Studies Coordinator. *Pass/No Pass*

Consciousness and Comparative Psychologies of Religion
Courses in this area focus on psychological models, theories, and practices that offer expanded views of the nature and scope of consciousness and the psyche, drawing especially on depth, transpersonal, yoga, feminist, ecological, and Indigenous psychologies and cosmologies.

Black Consciousness in Religion and Culture
PRC 835, 3 Units
From W.E.B. DuBois to Octavia E. Butler, Black consciousness has played a crucial and vitalizing role in shaping and expanding contemporary religious culture and the spiritual imagination. This course explores key figures and movements in Black religious thought and culture, with a focus on contemporary expressions of Africanist esotericism, mysticism, and the arts. With an eye towards Afrofuturist possibilities, this course additionally addresses the perils of racism as an oppressive and inhibiting factor to the growth and expansion of the consciousness of all peoples.

Jungian Psychology I: Structure and Dynamics of the Psyche
PRC 732, 3 Units
This course introduces students to the main elements of C.G. Jung's psychology of the unconscious. Key theoretical concepts, such as persona, ego, archetype, shadow, anima/us, and the Self are unpacked and explored. Jung's more advanced notions of a transcendent function of the psyche, synchronicity, and the "psychoid" nature of reality are considered. The course integrates Jung's contributions to the study of human consciousness through his formative and influential dialogue with theoretical physicist Wolfgang Pauli.

Jungian Psychology II: Psychology and Religion

PRC 832, 3 Units

This course examines C.G. Jung's writings on religion as psychologist, comparativist, and theoretician, and offers an in-depth exploration of Jung's writings on religion with an emphasis on his methodology and comparative psychology of religion. Topics addressed include Jung's therapeutic "treatment" of Christianity – particularly through his Answer to Job – as well as Jung's sustained interest in Eastern traditions, such as kundalini yoga, Tibetan Buddhism, and the psychology of meditation. Emphasis is placed throughout the course on Jung's notion of a "religious function" of the psyche, and concludes with an overview of Jung's formative and influential discovery and psychological re-thinking of medieval alchemy.

Psychedelic Spirituality, Transpersonal Psychology, and Non-Ordinary States of Consciousness

PRC 830, 3 Units

Known by many names – psychedelics, entheogens, sacred or plant medicines, allies, hallucinogens – the substances opening the psyche to the depths of the personal and collective unconscious are once again in the news in the midst of what has been called a "psychedelics renaissance." This course places the contemporary exploration of psychedelics within the context of depth psychology and the path of individuation. The course provides a basic grounding in theoretical frameworks, including factors that impact experience ("set and setting"). Attention will be given to issues of cultural misappropriation, ethics, shadow, and legality.

Ecology, Religion, and Consciousness: Beyond Anthropocentrism

PRC 730, 3 Units

Through engagement with a variety of approaches, including eco-psychological, transpersonal, multicultural, and liberatory lenses, this course examines how western, globalized corporate cultures have over-developed the individual ego, thereby minimizing not only connection with nature, but with the larger human and more-than-human communities as well. A component of this course will be to (re)establish an ecological self through eco-embodied and nature-based practices.

Yogic Psychologies of Consciousness

PRC 834, 3 Units

The Indian traditions of yoga present one of the most comprehensive maps of human consciousness and the subtle body ever developed. Religious historian Mircea Eliade once noted that centuries before the emergence of depth psychology, the sages and yogis of India were already delving into the vast frontiers of consciousness, seeking to analyze the total structure and conditionings of the human being and to see if anything else exists beyond those conditionings. The cornerstones of yogic philosophy include concepts such as karma, maya, and nirvana, alongside insights into waking, dreaming, and sleeping consciousness, and the discovery of consciousness as witness. Through an in-depth

study of classical texts like the Yoga Sutras of Patanjali, the Bhagavad Gita, and the Upanishads, alongside contemporary psychological interpretations and practices, participants will gain profound insights into the intricate history and transformative power of yogic psychologies.

Indigenous Psychologies and Cosmologies
PRC 831, 3 Units
Indigenous psychologies emerge from various epistemologies, ontologies, and cosmologies that center interdependence, relationship, and stewardship of natural resources and biodiversity. Through the exploration of various Indigenous ways of knowing and being, this course critically challenges imperial forms of knowledge and seeks to construct mutually enriching worldviews in partnership with silenced Indigenous traditions in order to decolonize our current rampant and destructive materialism, and address imperative issues of cultural and ecological genocide.

Archetypal Cosmology and the Evolution of Consciousness
PRC 930, 3 Units
Introducing the emerging discipline of archetypal cosmology, with its roots in ancient Greek philosophical speculation, Jungian psychology, and the symbolic system of astrology, this course considers the relationship between modes of consciousness and the archetypal structure of the universe. It is especially concerned with the different archetypal dimensions of the individuation process and religious experience designated by the four planetary archetypes associated with Saturn, Uranus, Neptune, and Pluto. Studying the cycles of these planets and their correlations with events in cultural history and individual biography, the course critically examines the relationship between the inner and outer dimensions of our experience—between psyche and cosmos—as it places the evolution of consciousness in a cosmological context.

Special Topics and Spiritual Practices
Courses in this area focus on specialist topics, including contemplative spirituality, Nietzsche's vision of the future form of the human self, and advanced studies in mysticism and Gnosticism. This area of courses offers students the critical tools for engaging more deeply with historical traditions while creatively reimagining future horizons and trans-disciplinary directions.

The Death of God: Nietzsche, Nihilism, and the Ubermensch
PRC 951, 3 Units
Nietzsche is arguably the most influential philosopher of the late modern age, heralding the "death of God," the entrance into a post-Christian era, and anticipating many of the crises of the postmodern. Vehemently rejecting past religious dogma, Christian ethics, and metaphysics, Nietzsche sought to liberate the human spirit to reclaim its nobility and realize its great potential through self-overcoming and the unflinching affirmation of life. Moving through nihilism and in the midst of great personal suffering, Nietzsche

discovered within himself a vision of a future possibility for human evolution: the Ubermensch or Overman. Influential on many of the twentieth century's most prominent thinkers, including Jung, no assessment of religion and spirituality in our time can fail to reckon with Nietzsche. This course surveys major elements of Nietzsche's thought, focusing especially on his most celebrated text, Thus Spoke Zarathustra.

Comparative Mysticism: From Perennial Philosophy to Participatory Spirituality
PRC 952, 3 Units

A methodological and historical course focusing on interpretation and comparison in studying the varieties of religious experience and mystical expression. Major themes and theories examined include comparative approaches to the study of mysticism; perennialism, contextualism, and "pure consciousness" debates; feminist and queer theories; psychoanalysis and self-reflexivity; and the recent "participatory turn." Students explore various historical traditions and "case studies" from Christian, Sufi, Kabbalist, and yogic traditions, and engage with each through the variety of interpretive tools and comparative lenses offered throughout the course.

Gnosticism and the Gospel of Thomas
PRC 850, 3 Units

This course is an advanced seminar on Gnosticism, a collection of religious movements and teachings concerned with the quest for liberation from cosmic imprisonment in an oppressive reality governed by metaphysical powers. This liberation is to be achieved through knowledge (gnosis) of our deep inner identity with a spiritual being (the "alien God") transcending the material world. Throughout the course, through a close reading of Gnostic texts and scholarship, we will critically consider the central themes and tenets of a Gnostic vision of existence, including the ways Gnosticism both complements and throws down a radical challenge to accepted interpretations of biblical teachings, and potentially offers the modern world a path to emancipatory psychospiritual insight and transformation.

Technology and the Post-human: The Future of Soul and the Basis of Consciousness
PRC 950, 3 Units

Technology now largely defines our environment and way of life. Tools we once picked up and put down have given way to ubiquitous computation, mediating our relationships with others, with ourselves, and with the world. Extrapolating this trend, many foresee a posthuman existence in which virtual reality and artificial intelligence radically transform both mind and body. This prospect presents a deep challenge to our current conceptions of the psyche and notions of soulful living. This course examines these matters, drawing on perspectives from techno-science, philosophy, cultural studies, and depth psychology. Psychopathology in the Digital Age, the archetypal background of innovation, the role of consciousness, and the counter-cultural response to technocracy are examples of some of the topics that may be covered.

Contemplative Spirituality Practicum

PRC 851, 3 Units

This course provides students with a foundational knowledge in contemplative practices and pedagogy, and offers an introduction to the fields of Contemplative Studies and Contemplative Psychology. Students will be required to select a contemplative practice of their choice (e.g., yoga, meditation, Centering Prayer, Sufi dervish, etc.) and engage with that tradition throughout the duration of the course. Through self-directed research and self-reflexive inquiry, students will explore the historical and theoretical dimensions of their chosen discipline as "scholar-practitioners," and present their findings in a capstone project

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DEGREE REQUIREMENTS FOR GRADUATION

1. Students must complete 72 quarter units to fulfill the unit requirement for graduation.
2. A minimum grade of "C" is required in each completed course. A cumulative grade point average of 3.0 must be maintained.
3. Students must attend at least two-thirds of each course.
4. Students must successfully pass a Comprehensive Examination during the second year of course work. Each exam essay must receive at least 80 points. The M.A. degree is awarded when the Comprehensive Exam is successfully completed along with 36 quarter units. To be eligible to continue coursework towards the Ph.D. degree, students must complete the Comprehensive Exam and 36 units of coursework.
5. Students must pass an Oral Consultation pertaining to a concept paper for the dissertation.
6. Students must submit and defend an original dissertation accepted by the faculty.

COMPREHENSIVE EXAMINATION

The Comprehensive Examination is a written exam taken during the second year of the program that examines students' understanding of theoretical perspectives pertaining to the core competencies of the three PRC program areas. In addition, an oral consultation takes place in the Dissertation Development course during the third year of the program. The purpose of this assessment is to raise critical questions pertaining to the proposed dissertation project. Students must successfully incorporate the critique of this consultation into their dissertation concept papers in order to advance to candidacy.

DOCTORAL DISSERTATION

The dissertation requirements include successful completion of the advanced research courses offered in the third year of the program. Students must produce an acceptable Dissertation Concept Paper before enrolling in Dissertation Writing. The Dissertation Committee is composed of a Chair, a Reader, and an External Reader. Each member must possess an earned doctorate degree based on a dissertation, unless this requirement is waived by the Research Coordinator of the PRC Program.

Executive Administration

President/CEO ……..…….Leonie Mattison, Ed.D., M.B.A.
Provost/Vice President of Academic Affairs……..……Colin Marlaire, Ph.D.
CFO…….……..….Larry Byer

Board of Trustees

Pacifica is supported by a uniquely gifted and hard-working Board of Trustees. They have fiduciary responsibility for the Institute, approving and monitoring the budget. The Board oversees all policy and long-range planning, and provides ongoing advice in their various areas of expertise. Their outstanding contributions and ongoing involvement are invaluable to the growth and well-being of the school.

Thyonne Gordon, Ph.D., Chair

Holding a Ph.D. in Human and Organizational Development from Fielding Graduate University, Dr. Thyonne brings an extensive experiential background in organizational structure and management to Pacifica's Board of Trustees. Dr. Gordon is a Business Profit Strategist, Producer and Writer working with small business Executives to accelerate their growth through her proven methodology of S.T.O.R.Y. (Structure, Targets, Ownership, Relatability and YOU). She joined the Pacifica Board of Trustees in 2007 and became Chair in 2015.

Nancy Swift Furlotti, Ph.D., Trustee

Nancy Swift Furlotti, Ph. D. is a Jungian Analyst in private practice in Carpinteria, CA. She is past president of the C.G. Jung Institute of Los Angeles, where she trained, and founding board member and a president of the Philemon Foundation. She has numerous publications and lectures internationally on Jungian topics, mythology, the environment, and narcissism. Dr. Swift Furlotti established the Carl Jung Professorial Endowment in Analytical Psychology at the Semel Institute for Neuroscience and Human Behavior at UCLA. She is also on the board of the Foundation for

Anthropological Research and Environmental Studies (FARES) and is delighted to have joined the Pacifica Graduate Institute Board of Trustees in 2014.

Kate Baumgart Hogensen, Trustee

Kate is a strategic consultant in experiential and retention marketing for Fortune 500 companies across travel, hospitality, retail, entertainment, and financial industries, as well as pro bono work for the International Association of Analytical Psychology and the CG Jung Institute of Chicago. Her work focuses on finding actionable insights from consumer behavior and strategic recommendations for fostering emotional loyalty. She holds a Masters of Public and Private Management from Yale University and is delighted to have joined the Pacifica Graduate Institute Board of Trustees in 2018.

Paul C. Hudson, J.D., Trustee

Paul is the founder and Managing Director of Hudson & Holland Advisors LLC, a financial advisory firm that assists nonprofit organizations with designing and implementing sustainability initiatives and planning, structuring, negotiating and implementing strategic restructures, including strategic mergers, collaborations and other nonprofit organizational alliances. He is the immediate past Chairman and CEO of Broadway Federal Bank, a certified Community Development Financial Institution that has operated in South Los Angeles since 1947. His practice also includes executive coaching and conducting seminars and workshops for executives on “Understanding Financial Statements” and “Strategic Restructuring”. Paul received his BA in Political Science from the University of California at Berkeley and his JD from the U.C. Berkeley School of Law. He is a member of the State of California and District of Columbia bars. Paul joined the Pacifica Graduate Institute Board of Trustees in 2016.

Frank N. McMillan III, Trustee

An award-winning author, educator and speaker, Frank N. McMillan III has taught courses in North American, Physical, and World Geography at Texas A&M University at College Station, Texas A&M University at Corpus Christi, and Del Mar College. In 2013 he was inducted into the International Association for Analytical Psychology (IAAP) as an honorary member at its XIX International Congress held in Copenhagen, Denmark. His YA novel Cezanne Is Missing (2006) has been taught in schools around the country and his middle reader The Young Healer won the National Association

of Elementary School Principals' (NAESP) Foundation Book of the Year Award in 2012 and was a Mark Twain Readers' Award finalist in 2015. His non-fiction work Finding Jung was published by Texas A&M University Press in 2012. Recently, he founded the Frank N. McMillan Jr. Institute for Jungian Studies in Houston, Texas. Frank joined the Pacifica Graduate Institute Board of Trustees in 2018.

Thomas L. Steding, Ph.D., Trustee

Dr. Steding has been CEO of over ten high tech companies and active Chairman of several others. He is also Chairman and Founder of Quadrix Partners, a leadership consulting organization providing powerful leading edge consultation and intervention for creating high execution organizations. Dr. Steding holds a Ph.D. in Electrical Engineering from University of California, Berkeley, California, and a MS in Management (Sloan Fellow) from Stanford University Graduate School of Business, Stanford, California where he graduated top of his class. He was a commissioned officer and the Distinguished Graduate of Armor Officer Basic at Ft. Knox, Kentucky. He is the co-author of Built on Trust – How to Gain Competitive Advantage in Any Organization, Contemporary Press, 2000, and Leadership in Depth, currently in preparation. Dr. Steding joined the Pacifica Graduate Institute Board of Trustees in 2013.

Dick Osborn, Ph.D., Trustee

Dr. Osborn spent 49 1/2 years in K-university education as a 7th/8th grade classroom teacher and principal, parochial high school teacher/principal, superintendent, college president, and accreditation officer. He has a bachelor's degree in history from Columbia Union College and a master's and Ph.D. in history from the University of Maryland. He and his wife have two children who have given birth to five grandchildren. He is retired living in Moreno Valley, CA. Dr. Osborn joined the Pacifica Graduate Institute Board of Trustees in 2021.

Simeon R. Stewart II, Trustee

Simeon R. Stewart II is the owner of Stewart Manhattan, Inc. a construction management firm that specializes in design-build construction management, renovation and tenant improvements. The firm also manages the design, installation and integration of commercial multimedia systems. Stewart has managed a multimillion dollar portfolio of over 500 projects within the state of California, in multiple

roles – Construction Manager; General Contractor; Design/Builder; Specialty Sub-Contractor and Multimedia Integrator. A graduate of the University of Southern California, Stewart has earned MBA and Bachelor of Science degrees from the Marshall School of Business. He currently sits on the board of the Lloyd Greif Center for Entrepreneurial Studies, Marshall School of Business, chairs the Black Alumni Council of USC's Black Alumni Association and serves on the President's Advisory Council of the Brotherhood Crusade.

Ada Yeh, Trustee

Ada Yeh recently retired after a 31 year career in Human Resources at Warner Bros. Her most recent role, was Vice President, Head of Human Resources the Television Groups, including WB Television, Warner Horizon Scripted & Unscripted, WB Animation, Telepictures, Shed Media and Alloy Entertainment and Blue Ribbon Content. While based at the Studio in Burbank, California, she was responsible for overseeing multiple aspects of HR, including employee relations and investigations, training and development, compensation and benefits and talent acquisition. In her role, she closely collaborated with both divisional presidents, department heads and production executives to address priorities and objectives with a focus on human capital management. Ada graduated from the University of Southern California in 1989 from the Annenberg School of Communications and a minor from the Marshall School of Business. She joined Warner Bros. shortly after graduation and spent her entire working career at the Studio.

PROGRAM CHAIRS

Gioia Jacobson, M.A., L.M.F.T., serves as Assistant Professor and Interim Co-Chair of the Counseling Psychology Department. Gioia Jacobson is a licensed marriage and family therapist and serves as Core Faculty and the MA Director of Research in the Counseling Department. Gioia received undergraduate degrees from Pitzer College in Psychology as well as English and World Literature: Creative Writing. Prior to completing her graduate work, Gioia studied holistic medicine for three years and obtained certification as a yoga instructor. Her current research focuses on ecopsychology as it relates to clinical practice.

Elisabeth Gonella, M.A., L.M.F.T., serves as Associate Professor and Interim Co-Chair for Pacifica Graduate Institute's Counseling Psychology Department. Elisabeth is a Licensed Marriage and

Family Therapist working in the mental health and spiritual counseling fields for over 20 years and currently in private practice in Santa Barbara. She has expertise in working with adolescents and young adults which includes college-based counseling, private practice, wilderness based programs, emotional growth boarding schools and psychiatric hospital settings. She is experienced in acute psychiatric care and crisis management fostered by collaborative work in psychiatric care institutions.

Whitney Dunbar, Ph.D. serves as Director of Clinical Training of the Clinical Psychology department and the Interim Co-Chair for Pacifica Graduate Institute's Counseling Psychology Department.

William James Jones, Ph.D., is Assistant Professor and Chair of the Clinical Ph.D. Program. Dr. Jones is a licensed clinical psychologist. He is a winner of the American Psychological Association's Division 39 Multicultural Scholar Award, and published an article in the Journal of Humanistic Psychology on the topic of self actualization. For the past few years, Dr. Jones has proudly served as an Adjunct Professor and taught several classes for psychology undergraduates at Azusa Pacific University, graduates of the clinical psychology Master's program at Pepperdine University and 2nd and 3rd year clinical psychology doctoral students at Antioch University, Santa Barbara, and Pacifica Graduate Institute, Santa Barbara. He is a member of the American Psychological Association, is a Certified Prepare/Enrich Facilitator and CDC Certified Life Coach.

Benjamin Strosberg, Ph.D., is Assistant Professor and Associate Chair in the Clinical Ph.D. program. He earned his doctorate in Clinical Psychology from Duquesne University. Dr. Strosberg's research is deeply rooted in the human science tradition, traversing critical, psychoanalytic, and phenomenological approaches. Currently, his research carves two primary paths: a renewed clinical engagement with French psychoanalyst Jean Laplanche and a critical examination of racism and anti-Semitism. His published work spans diverse topics, including teletherapy, psychosis, Jewish studies, and education, and engages with seminal thinkers such as Jacques Lacan, Emmanuel Levinas, and Theodor Adorno. Committed to advancing critical reflection, Dr. Strosberg aims to foster nuanced approaches in both academic and practical contexts. Through teaching and research, he strives to deepen understanding of pressing issues in clinical psychology while promoting interdisciplinary perspectives that can inform effective (and affective) interventions and social change.

His first book is titled Anti-Semitism at the Limit: Critical Theory and Psychoanalysis (Palgrave Macmillan).

Dylan Francisco, Ph.D., is Assistant Professor and Co-Chair of the Jungian and Archetypal Studies specialization of the Depth Psychology program at Pacifica. Dylan Francisco studied liberal arts at Georgetown University and psychology at Adelphi University before completing his Ph.D. in Depth Psychology at Pacifica Graduate Institute—concentrating in Jungian and Archetypal Studies. His work focuses on C. G. Jung's theory of archetypes—on archetypes as the deepest nature of the psyche and how they interconnect spirit, psyche, and matter as numinous and mythic powers that animate, govern, and structure the cosmos as a whole. Dylan grounds his work in indigenous/shamanic perspectives and practices that provide a primordial, holistic, and sacred worldview within which to understand the archetypal psyche, to embody its wholeness individually, and to serve it culturally through creative imagination.

Keiron Le Grice, Ph.D. is Professor and Co-Chair of the Jungian and Archetypal Studies specialization of the Depth Psychology program at Pacifica. He was educated at the University of Leeds, England (B.A. honors Philosophy and Psychology) and the California Institute of Integral Studies in San Francisco (M.A. and Ph.D. Philosophy and Religion).

Glen Slater, Ph.D. is Professor and Associate Chair of the of the Jungian and Archetypal Studies specialization of the Depth Psychology program at Pacifica. Glen studied psychology and comparative religion at The University of Sydney before coming to the United States in 1992 for doctoral work in clinical psychology. He has been teaching at Pacifica for over twenty years and is currently the Associate Chair of the Jungian and Archetypal Studies specialization. He also teaches in the Mythological Studies program. His publications have appeared in a number of Jungian journals and essay collections, and he edited and introduced the third volume of James Hillman's Uniform Edition, Senex and Puer, as well as a collection of faculty writings, Varieties of Mythic Experience: Essays on Religion, Psyche and Culture. Beyond his work in Jungian and Archetypal Psychology, he writes on psyche and film as well as the psychology of technology. He lectures internationally in these areas of interest.

Susan James, Ph.D., serves as Professor and Chair of the Community, Liberation, Indigenous, and Eco-Psychologies specialization, and is a community psychologist and digital media producer. Dr. James' work focuses on understanding cultural ecologies and disseminating social science research findings using visual design solutions and film, a practice she pioneered over a decade ago. Dr. James established innovative action research agendas and directed large-scale projects while holding senior positions at New York University, University of Chicago, and the National Center on Addiction and Substance Abuse (CASA) at Columbia University. Her own research focuses on structural violence as a determinant of well-being, and is published in American Journal of Community Psychology and Violence Against Women. She created Research Imaging Productions, a research and design consultancy that conducts social research and produces digital communications products for the nonprofit sector. She earned a B.A. from Sarah Lawrence College and a Ph.D. from New York University. Dr. James has been a guest member of the psychology faculty at Sarah Lawrence College, and a faculty member in the department of Africology at University of Wisconsin-Milwaukee.

Monica Mody, Ph.D., serves as Assistant Professor and Co-Chair in the Mythological Studies with Emphasis in Depth Psychology Program. Her areas of specialization include decolonial, indigenous, and women of color paradigms and epistemologies; Anzaldúan frameworks; earth-sourced and feminist spirituality and ritual; poetry, divination, oracular speech, and arts-based research; and nondual embodiment, in conversation with ancestral lineages from South Asia. She is the author of the full-length poetry collections Wild Fin (Weavers Press, 2024) and Bright Parallel (Copper Coin, 2023), the cross-genre Kala Pani (1913 Press, 2013), as well as three chapbooks including Ordinary Annals (above/ground, 2021).

David Odorisio, Ph.D., serves as Associate Professor and Co-Chair of the Mythological Studies program. David is editor of A New Gnosis: Comic Books, Comparative Mythology, and Depth Psychology (Palgrave Macmillan, 2022), Merton and Hinduism: The Yoga of the Heart (Fons Vitae, 2021), and co-editor of Depth Psychology and Mysticism (Palgrave Macmillan, 2018). He has published in Quadrant, Jung Journal, Philosophy East and West, The Journal of Transpersonal Psychology, and The International Journal of Transpersonal Studies, among other peer-reviewed journals. He currently teaches the following courses in the Mythological Studies program: Methods

and Contemporary Issues in Religious Studies; Christian Traditions; Comic Books as Modern Mythology; and Dissertation Formulation.

Emily Lord-Kambitsch, Ph.D., serves as Assistant Professor and Associate Chair of the Mythological Studies program. A scholar, poet-storyteller, and native of Santa Barbara, her lifelong exploration of classical mythology is rooted in the study of Greek and Latin language and literature. After completing a BA in Classics at UCSB, Emily received a Master's degree from the University of Oxford, where her thesis focused on the healing of grief in Roman stoicism, and where she worked as a research assistant for the Oxford Emotions Project, a cross-disciplinary study of definitions of emotions in ancient Greece. In 2016 Emily received her PhD in Classics at University College London. A prize-winning poet, Emily has ceaseless curiosity about nature, religious experience, Greco-Roman myth, memory, and the transmission of story and artifacts, personal and ancestral.

Juliet Rohde-Brown, Ph.D., serves as Associate Professor and Chair of the Integrative Therapy and Healing Practices specialization. Her articles and reviews have been published in journals such as Psychological Perspectives, Journal of Divorce and remarriage, and the Journal of Humanistic Psychology, among others. Her main areas of interest are in what is currently referred to as the biofield and in transpersonal inquiry. Dr. Rohde-Brown is past-president of Imagery International, an organization composed of health and wellness practitioners who honor the roe of the imagination of healing. She is a founding board member of Tierra Sagrada: Sacred Earth Foundation, an organization that honors and advocates for indigenous ways of knowing. She has introduced role play, trauma education, and compassion-somatic-based imagery practices to inmates at Cocoran Prison as a volunteer through Restorative Justice Resources and she has facilitated workshops and retreats at La Casa de Maria and other venues. She has been involved with meditative practices for the past two decades and she is a licensed psychologist with a small practice in Carpinteria.

Mary Antonia Wood, Ph.D., serves as Associate Professor and Chair of the Depth Psychology and Creativity program. She is the owner of Talisman Creative Mentoring, a practice that supports artists and creators of all types. Through one-on-one consultations, group workshops and classes, Wood assists creative individuals who desire a stronger and more authentic connection to the deepest archetypal sources of creativity. Wood has been a visual artist for over twenty five years, working in a

variety of media. Her work has been featured in numerous solo and group exhibitions and has been collected by both public institutions and individuals. In addition, she has collaborated with writers and artists on public art commissions. Wood is the author of The Archetypal Artist: Reimagining Creativity and the Call to Create (Routledge, 2022).

CLINICAL PSYCHOLOGY DEPARTMENT

Chair, William James Jones, Ph.D.
Associate Chair, Benjamin Strosberg, Ph.D.
Program Administrator, Andrea Alfaro
Director of Clinical Training, Whitney Dunbar, Ph.D.
Program Manager, Tania Burke
Research Coordinator, Brenda Murrow, Ph.D.

COUNSELING PSYCHOLOGY DEPARTMENT

Interim Co-Chair, M.A. Counseling Program, Gioia Jacobson, M.A., L.M.F.T.,
Interim Co-Chair, M.A. Counseling Program, Elisabeth Gonella, M.A., L.M.F.T.
Interim Co-Chair, Psy.D. Counseling Program, Whitney Dunbar, Psy.D.
Director of Administration, Maddie Hodges, M.Ed.
Program Administrator, Psy.D. Counseling Program, Vaughn Zitzer
Academic Session Administrator, M.A. Counseling Program, Rahul Patel
E-Learning Administrator, Kathleen Rodgers
Student Affairs Coordinator, M.A. Counseling Program, Oralia Limon, M.S.
Director of Clinical Training, M.A. Counseling Program, Michele Wolf, M.A., L.M.F.T.
Clinical Practicum Associate II, M.A. Counseling Program, Cynthia Fredericksen, M.A., L.M.F.T.
Clinical Practicum Associate II, M.A. Counseling Program, Taryn Holvick-Wells, M.A., L.M.F.T.
Director of Clinical Training, Psy.D. Counseling Program, Jesse Jacob, Psy.D., Licensed Psychologist
Clinical Training Coordinator, Psy.D. Counseling Program, Catherine Rhodes, M.S., N.D.
Director of Research, M.A. Counseling Program, Gioia Jacobson, M.A., L.M.F.T.
Director of Research, Psy.D. Counseling Program, Jaclyn Deilgat, Ph.D., Licensed Psychologist
Process of Psychotherapy Coordinator, Elisabeth Gonella, M.A., L.M.F.T.

Faculty Liaison, M.A. Counseling Program, Kathee Miller, M.A., L.M.F.T.

Faculty Liaison, Psy.D. Counseling Program, Nitsa Dimitrakos, Ph.D., Licensed Psychologist

M.A. /PH.D. PROGRAM IN DEPTH PSYCHOLOGY, JUNGIAN AND ARCHETYPAL STUDIES SPECIALIZATION

Specialization Co-Chair, Keiron Le Grice, Ph.D.

Specialization Co-Chair, Dylan Hoffman, Ph.D.

Associate Chair, Glen Slater, Ph.D.

Research Coordinator, Keiron LeGrice, Ph.D.

Program Administrator, Nina Falls

M.A. /PH.D. PROGRAM IN DEPTH PSYCHOLOGY, COMMUNITY, LIBERATION, INDIGENOUS, ECO-PSYCHOLOGIES SPECIALIZATION

Specialization Chair, Susan James, Ph.D.

Research Coordinator, Susan James, Ph.D.

Community Praxis Coordinator, Nuria Ciofalo, Ph.D.

Program Administrator, Nina Falls

PH.D. PROGRAM IN DEPTH PSYCHOLOGY WITH SPECIALIZATION IN INTEGRATIVE THERAPY AND HEALING PRACTICES

Specialization Chair, Juliet Rohde-Brown, Ph.D.

Program Administrator, Susan Evergreen Hericks, Ph.D.

Director of Research and Research Coordinator, Elizabeth Nelson, Ph.D.

M.A. PROGRAM IN DEPTH PSYCHOLOGY AND CREATIVITY

Chair, Mary Wood, Ph.D.

Program Administrator, Nina Falls

M.A. /PH.D. PROGRAM IN MYTHOLOGICAL STUDIES

Co-Chair, Monica Mody, Ph.D.

Co-Chair, David Odorisio, Ph.D.

Associate Chair, Emily Lord-Kambitsch, Ph.D.
Research Coordinator, Emily Lord-Kambitsch, Ph.D.
Program Administrator, Amy Nash

DISSERTATION OFFICE

Dissertation Office Manager, Meadow Rhodes
Dissertation Office Coordinator, Jude Ryan

Please note: program leadership appointments are updated in the year prior to the publication of the Course Catalog. Please check in with programs or contact the Academic Affairs Office at academicaffairs@pacifica.edu for a current list of program leadership.

Professors and Adjunct Faculty

Stephen Aizenstat

Ph.D., Clinical Psychology, Fielding Graduate University

PUBLICATIONS INCLUDE: *DreamTending; Imagination and Medicine (co-editor)*

AREAS OF EMPHASIS: Depth Psychotherapy; Dream Research; Archetypal Psychology

Avrom Altman, Professor Emeritus

M.A., University of Missouri, Kansas City; Licensed Marriage and Family Therapist; Licensed Professional Counselor; Certified Hakomi Psychotherapist

AREAS OF EMPHASIS: Research in Psychology; Directed Research; Clinical Practice, Process of Psychotherapy; Group Process; Body-Centered Depth Psychotherapy; Human Sexuality; Matrixial Borderspace and Aesthetics

Megan Auster-Rosen

Psy.D., Adult Clinical Psychology, Yeshiva University, Ferkauf Graduate School of Psychology

AREAS OF EMPHASIS: Interpersonal / relational psychotherapy; Trauma focused therapy; Psychosocial Support; Research in Psychology

Matthew Bennett

Psy.D., Clinical Psychology, Georgia School of Professional Psychology

AREAS OF EMPHASIS: Diagnosis and treatment of personality disorders; Comparative Personality theory; Psychology in Literature and Art; Psychological assessment and testing

Patricia Berry

Ph.D., Psychology, University of Dallas, Braniff Graduate School

PUBLICATIONS INCLUDE: Echo's Subtle Body: A Contribution to Archetypal Psychology; Image in Motion; Rules of Thumb; A Little Light

AREAS OF EMPHASIS: Jungian Analyst, Archetypal Psychology

Allen Bishop, Professor Emeritus

Ph.D., Educational Psychology, University of Southern California; Certified Psychoanalyst, Psychoanalytic Center of California; Licensed Psychologist

AREAS OF EMPHASIS: Psychoanalysis; Music and Psychoanalysis; Psychoanalytic Practice

Kesstan Blandin

Ph.D., Depth Psychology, Pacifica Graduate Institute

PUBLICATIONS INCLUDE: The Emotional Journey of the Alzheimer's Family

AREAS OF EMPHASIS: Dementia, Therapeutic research intervention design, Self and identity in consciousness

Barbara Boyd

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Depth Psychology, Trauma, Attachment, The sacred feminine

Fanny Brewster

Ph.D., Clinical Psychology, Pacifica Graduate Institute; M.F.A., Creative Writing, Goucher College

PUBLICATIONS INCLUDE: Archetypal Grief: Slavery's Legacy of Intergenerational Child Loss

AREAS OF EMPHASIS: Depth, Archetypal and Jungian Psychology; Integrative Therapy and Healing Practices; Dreams, Creative Writing and Mythology

James Broderick

Ph.D., Clinical Psychology & Community Change, California School of Professional Psychology, San Diego; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Evidence-Based Practices and Diagnostics; Phenomenology; Critical Theory (of Frankfurt School of Social Research); Sand Tray Therapy; Humanistic-Existential Psychology; Innovative Approaches to Serious Mental Illness; Depth Psychology in Management

Joseph Cambray

Ph.D., Chemistry, University of California, Berkeley

Certified Jungian Analyst, C. G. Jung Institute, Boston

PUBLICATIONS INCLUDE: *Synchronicity: Nature and Psyche in an Interconnected Universe; Analytical Psychology: Contemporary Perspectives in Jungian Analysis, (ed).*

Edward Casey

Ph.D., Philosophy, Northwestern University

PUBLICATIONS INCLUDE: *Imagining: A Phenomenological Study; Getting Back Into Place; Spirit and Soul: Essays in Philosophical Psychology*

AREAS OF EMPHASIS: Philosophical foundations of archetypal psychology; Phenomenological psychology; Phenomenology and hermeneutics; Ecopsychology; Frontiers of depth psychology; Somatic psychology

Jane Castillón
M.A., Counseling Psychology, Southern Illinois University at Carbondale

Emily Lord-Kambitsch
Ph.D., Classics, University College London (UCL)
PUBLICATIONS INCLUDE: *An Alternative 'Roman Spectacle': Fragmentation, Invocations of Theatre, and Audience Engagement Strategy in Kalem's 1907 Ben-Hur*
AREAS OF EMPHASIS: Greek and Latin language and literature; Greco-Roman mythology; Greek tragedy;

Nuria Ciofalo
Ph.D., University of Hawaii
AREAS OF EMPHASIS: Depth psychology applied to community studies; Jungian approaches to youth development; Ethno-cultural aspects in depth psychology; Indigenous psychologies; Participatory action research; Indigenous approaches to knowledge generation; Depth psychology and psychodrama; Archetypal psychology and cultural issues; Liberation psychology

Joseph Coppin, Professor Emeritus
Ph.D., Clinical Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist
PUBLICATIONS INCLUDE: *The Art of Inquiry: A Depth Psychological Approach*
AREAS OF EMPHASIS: Depth Psychology; Clinical Practice; Therapeutic Dialogue; Organizational Psychology; Depth Psychological Approaches to Research

Lionel Corbett
M.D., University of Manchester; Certified Jungian Analyst, C.G. Jung Institute, Chicago
PUBLICATIONS INCLUDE: *The Religious Function of the Psyche; The Sacred Cauldron: Psychotherapy as a Spiritual Practice; Psyche and the Sacred: Spirituality Beyond Religion*
AREAS OF EMPHASIS: Religious Function of the Psyche; Interface of Analytical Psychology and Psychoanalytical Theories

Roger Dafter
Ph.D., Clinical Psychology, University of North Texas, Licensed Clinical Psychologist

Ph.D., Behavioral Medicine, University of North Texas

Jorgé de la O, Professor Emeritus
M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage & Family Therapist
AREAS OF EMPHASIS: Chicano Studies; Process of Psychotherapy; Group Process; Domestic Violence; Jungian Psychology; Sand Play

Jaclyn Deilgat
Ph.D., Clinical Psychology with an emphasis in Depth Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: defense mechanisms, archetypes, schemas, cognitive distortions, and socio-political-historical influences on psychology functioning.

Alonso Dominguez
M.A., Counseling Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Therapy for at-risk youth, Marriage Family Therapy

Christine Downing, Professor Emerita
Ph.D., Religion & Culture, Drew University
PUBLICATIONS INCLUDE: *The Luxury of Afterwards; Prelude: Essays in Ludic Imagination; Disturbances in the Field: Essays in Honor of David L. Miller (editor); Gleanings: Essays 1982-2006*
AREAS OF EMPHASIS: Greek Mythology; Women's Studies; Psychoanalysis

Peter Dunlap
Ph.D., Psychology, Institute of Imaginal Studies
AREAS OF EMPHASIS: Systems-centered group theory and practice; Emotion-focused psychotherapy; Jungian political psychology

Jemma Elliot
M.A., Pacifica Graduate Institute; Licensed Marriage and Family Therapist; Licensed Professional Clinical Counselor
AREAS OF EMPHASIS: adoption and separation trauma; PTSD from a depth psychological perspective

David M. Fetterman
Ph.D., Educational and Medical Anthropology, Stanford University

AREAS OF EMPHASIS: educational evaluation; ethnography; educational technology; policy analysis; programs for dropouts and gifted and talented education

Carolyn Finney
Ph.D., Geography, Clark University

Matthew Fishler
Ph.D., Clinical Psychology, Pacifica Graduate Institute; J.D., U.C.L.A.
AREAS OF EMPHASIS: Jungian analytic, psychoanalytic, existential, and mindfulness-based approach

Stephen P. Fitzgerald
Ph.D., Organizational Psychology, Alliant International University

Sukey Fontelieu
Ph.D., Psychoanalytic Studies, University of Essex; Licensed Marriage & Family Therapist
AREAS OF EMPHASIS: Jungian and Archetypal Theory; Mythological Studies; Clinical Issues

Cynthia Fredericksen
M.A., Counseling Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Depth Psychotherapy; Jungian Analysis; Alchemy, Fairytales, dreams, and copper etching; Individual, group, and family counseling

Elisabeth Gonella
M.A., Counseling Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Marriage and Family Therapy; Wilderness Therapy; Gestalt based group therapy; Expressive arts; Depth Psychology

Veronica Goodchild, Professor Emerita
Ph.D., Clinical Psychology, Pacifica Graduate Institute
PUBLICATIONS INCLUDE: *Eros and Chaos: The Sacred Mysteries and Dark Shadows of Love; Songlines of the Soul: Pathways to New Vision for a New Century*
AREAS OF EMPHASIS: Jungian Thought and Practice; Imaginal Perspectives in Research; Dreams; Religious Experience; Synchronicity; Anomalous Encounters

Matthew Green

Ph.D., Depth Psychology, Pacifica Graduate Institute; M.S., International Agricultural Development, University of California, Davis

Gary Groth-Marnat, Professor Emeritus

Ph.D., Clinical Psychology, California School of Professional Psychology, San Diego; Diplomate American Board of Professional Psychology (Clinical); Diplomate American Board of Assessment Psychology; Licensed Psychologist

PUBLICATIONS INCLUDE: *Neuropsychological Assessment in Clinical Practice: A Practical Guide to Test Interpretation and Integration; Handbook of Psychological Assessment; Integrative Assessment of Adult Personality*

AREAS OF EMPHASIS: Psychological Assessment; Eating Disorders; Dreams of Terminally Ill Patients; Clinical Hypnosis; Near Death Experience

Maren Tonder Hansen

Ph.D., Psychology, Saybrook Graduate School; M. Div., Starr King School for the Ministry; Licensed Marriage, Family and Child Therapist; Ordained Unitarian Universalist Minister

PUBLICATIONS INCLUDE: *Mother Mysteries; Teachers of Myth*

AREAS OF EMPHASIS: Psychological and Educational Uses of Myth; Women's Spirituality; Human Development

Benjamin Heilveil

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Depression, Child or Adolescent Counseling, Trauma

Taryn Holvick

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Adolescent and Young Adult Counseling; Counseling Psychology

Gioia Jacobson

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Creative Writing; Holistic Medicine; Yoga; Counseling Psychology

Susan James

Ph.D., Community Psychology, New York University

AREAS OF EMPHASIS: Racial socialization; Structural violence, Indigenous technologies

Rae Johnson

Ph.D., Holistic and Aesthetic Education, University of Toronto

Patricia Katsky

Ph.D., Sociology, University of California, Los Angeles; Certified Jungian Analyst, C.G. Jung Institute of Los Angeles; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Dreamwork; Training and Growth of Therapists; Religious Function of the Psyche

Aaron Kipnis, Professor Emeritus

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Licensed Clinical Psychologist

PUBLICATIONS INCLUDE: *The Midas Complex: How Money Drives Us Crazy and What We Can Do About It; Knights Without Armor; What Women and Men Really Want; Angry Young Men* AREAS OF EMPHASIS: Gender Studies; Depth Psychology; Psyche and Culture; Clinical Psychology; Ecopsychology; Research

Allen D. Koehn, Professor Emeritus

D.Min., Fuller Theological Seminary; Certified Jungian Analyst, C.G. Jung Institute, Los Angeles; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Theoretical Foundations of Depth Psychology; Myth, Literature, and Religion; The Trickster; The Creative Process

Keiron Le Grice

Ph.D., Philosophy and Religion, California Institute of Integral Studies

PUBLICATIONS INCLUDE: *The Rebirth of the Hero: Mythology as a Guide to Spiritual Transformation; The Archetypal Cosmos: Rediscovering the Gods in Myth, Science and Astrology; Discovering Eris: The Symbolism and Significance of a New Planetary Archetype*

Helene Lorenz, Professor Emeritus

Ph.D., Philosophy, Tulane University; Diploma in Analytical Psychology from C.G. Jung Institute

Kathryn Madden

Ph.D., Psychology and Religion, Union Theological Seminary, Licensed Psychoanalyst.
PUBLICATIONS INCLUDE: *Dark Light of the Soul*

Michael Madden

M.A., Experimental Psychology, Northeastern University; M.A. Clinical Psychology, Antioch University
AREAS OF EMPHASIS: Trauma and Recovery; Couples and Family Systems Therapy; Domestic Violence Assessments and Treatment; Spiritual and Buddhist Approaches to Psychotherapy & Transformation

Patrick Mahaffey, Professor Emeritus

Ph.D., Religious Studies, University of California, Santa Barbara
AREAS OF EMPHASIS: Hindu Traditions, Buddhist Traditions, Contemplative Yoga and Mysticism, Psychology and Religion

Chris Miller

Ph.D., Mythology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Analytical Psychology; Depth Psychology; Cinema and Culture

Kathee Miller

M.A., Antioch University, Santa Barbara; Licensed Marriage and Family Therapist
AREAS OF EMPHASIS: Process of Psychotherapy; Clinical Practice; Imaginal Psychology; Active Imagination and Sandplay; Authentic Movement—A Pathway to Psyche; The Body as Sacred Text; Symbol & Image in Visual Art

Mark Montijo

Ph.D., Clinical Psychology, Pacifica Graduate Institute; Marriage and Family Therapist
AREAS OF EMPHASIS: Native American Healers; Anima Mundi; Sacred Work of a Psychotherapist

Elizabeth Nelson

Ph.D., Depth Psychology, Pacifica Graduate Institute
PUBLICATIONS INCLUDE: *The Art of Inquiry: A Depth Psychological Perspective, (co-authored); Psyche's Knife: Archetypal Explorations of Love and Power*
AREAS OF EMPHASIS: Research Methodologies and Dissertation Development

Marilyn Meyer

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Somatic interventions, imaginal/creative process, Tibetan Buddhism; Integral Philosophy, and Depth Astrology

Avedis Panajian, Professor Emeritus

Ph.D., Clinical Psychology, U.S. International University; Certified Psychoanalyst; Training and Supervising Analyst; Licensed Psychologist; Diplomate in Clinical Psychology, American Board of Professional Psychology

AREAS OF EMPHASIS: Clinical Psychoanalysis; Psychopathology; Primitive Mental States

Ifat Peled

Ph.D., Clinical Psychology

AREAS OF EMPHASIS: Depth Psychology; Adolescence Development and Psychopathology; Human Development; Personality Disorders; Mindfulness; Dreams and Healing

Elizabeth Perluss

Ph.D., Depth Psychology, Pacifica Graduate Institute; Licensed Marriage and Family Therapist and Credentialed School Counselor

AREAS OF EMPHASIS: Ecopsychology; Wilderness rites of passage; Jungian psychology

Lori Pye

Ph.D., Mythological Studies with an Emphasis in Depth Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Health; Environmental and Marine Conservation; Ecopsychology

Juliet Rohde-Brown

Ph.D., Clinical Psychology, Fielding Graduate University

PUBLICATIONS INCLUDE: Imagine Forgiveness (2010); Exploring Disability from the Lens of Humanistic Psychology (chapter in Humanistic Approaches to Multiculturalism and Diversity: Perspectives on Existence and Difference (2019) Edited by L. Hoffman, H. Cleare-Hoffman, N. Granger, and D. St. John), Routledge.

AREAS OF EMPHASIS: Forgiveness, Spiritual inquiry

Robert Romanyshyn, Professor Emeritus

Ph.D., Clinical Psychology, Duquesne University; Affiliate Member of The Inter-Regional Society of Jungian Analysts

PUBLICATIONS INCLUDE: *The Wounded Researcher: Research with Soul in Mind; Ways of the Heart: Essays toward an Imaginal Psychology; Mirror and Metaphor: Images and Stories of Psychological Life; Technology as Symptom and Dream; The Soul in Grief: Love, Death, and Transformation;* and *Psychological Life: From Science to Metaphor*
AREAS OF EMPHASIS: Imaginal Psychology as the Outcome of a Dialogue between Phenomenology and Jungian Psychology and Its Application to Research, Cultural Issues, and Psychotherapy; Exile, Homecoming and the Mythic Roots of Technology; Writing Down the Soul and the Creative Process; Issues of Language and Embodiment

Safron Rossi
Ph.D., Mythological Studies with emphasis in Depth Psychology, Pacifica Graduate Institute
PUBLICATIONS INCLUDE: Joseph Campbell *Goddesses: Mysteries of the Feminine Divine* (editor); *Jung on Astrology* (editor)
AREAS OF EMPHASIS: Archetypal Astrology and Cosmology; Mythology; Goddess Studies; Archetypal Psychology

Susan Rowland
Ph.D., Literature and Depth Psychology, University of Newcastle
PUBLICATIONS INCLUDE: *The Ecocritical Psyche: Literature, Complexity, Evolution, and Jung; C.G. Jung in the Humanities; Jung as a Writer; Jung: A Feminist Revision; From Agatha Christie to Ruth Rendell; C.G. Jung and Literary Theory; Psyche and the Arts (editor)*
AREAS OF EMPHASIS: Depth psychology; Jung; Writing; Literature; the Arts; Gender; Feminism; Ecocriticism; Ecopsychology; Poetry

Robert A. Ryan
Ph.D., Counseling Psychology, University of South Dakota-Vermillion

Chela Sandoval
Ph.D., University of California, Santa Cruz

Gregor Sarkisian
Ph.D., Community Psychology, University of Missouri, Kansas City, Postdoctoral fellow in the Clinical Services Researching Training Program at the Department of Psychiatry, University of California, San Francisco (UCSF)

AREAS OF EMPHASIS: Community Psychology: Theories and Methods; Community Consultation and Collaboration; Program Development and Evaluation; Prevention and Promotion, Power, Empowerment, and Community Practice; Community Organizing; Community Coalition Building; Qualitative Interviewing; Field Study in Applied Community Psychology.

Michael Selby
Ph.D., Clinical Psychology, University of Memphis
AREAS OF EMPHASIS: Assessment of learning disabilities and forensic psychology

Elizabeth Schewe
Ph.D., Clinical Psychology with a specialization in Depth Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Psychodynamic Psychotherapy; Eating Disorders; The Meaning of Voice and Self-disclosure in Eating Disorder Recovery; Yoga and Mindfulness

Jeanne Schul
Ph.D., Depth Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Somatic Movement Therapy; Dance; Therapeutic Work in Dreams; Reiki and Somatic Movement Therapy; Yogic Chakra System and Dance Improvisation

Mady Schutzman
Ph.D., Performance Studies, New York University
PUBLICATIONS INCLUDE: *The Real Thing: Performance, Hysteria, and Advertising; Playing Boal: Theatre, Therapy, Activism; A Boal Companion: Dialogues on Theatre and Cultural Politics*
AREAS OF EMPHASIS: Ritual; Theatre and Social Justice; Trickster Figure in Culture; Humor/Comedy/Parody

Glen Slater
Ph.D., Clinical Psychology, Pacifica Graduate Institute
PUBLICATIONS INCLUDE: *Senex and Puer* (editor); *Varieties of Mythic Experience* (editor)
AREAS OF EMPHASIS: Jungian and Archetypal Psychology; Psychology and Religion; Cinema and Psyche; Psychology and Technology

Dennis Patrick Slattery, Professor Emeritus
Ph.D., Literature & Phenomenology, University of Dallas

PUBLICATIONS INCLUDE: *Harvesting Darkness: Essays on Literature, Myth, Film and Culture; Casting the Shadows; Grace in the Desert: Awakening to the Gifts of Monastic Life; Just Below the Water Line; Depth Psychology: Meditations in the Field (editor)*
AREAS OF EMPHASIS: Psyche and Nature; Literary Classics; Genre Theory; Theories of Mytho-poeisis; Pedagogy; Body and Psyche; Epic Narrative; Phenomenology; Joseph Campbell's Theory of Myth

Evans Lansing Smith
Ph.D. Comparative Literature, Claremont Graduate School
PUBLICATIONS INCLUDE: *Sacred Mysteries: Myths about Couples in Quest; The Descent to the Underworld in Literature, Painting, and Film: The Modernist Nekyia; Figuring Poesis: A Mythical Geometry of Postmodernism*
AREAS OF EMPHASIS: Myth in Literature from Antiquity to Postmodernism; Arthurian Romances; The Hermetic Tradition

Paul W. Speer
Ph.D., Baker University

Brian Stachowiak
M.A., Counseling Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: empowerment and cultivation of PGBT personhood that honors and values the social role and visionary aspects of the LGBT experience from an affirmative and psychodynamic Jungian orientation

Zaman Stanizai
Ph.D., Political Science, University of Southern California; M.A. Linguistics, University of Washington
AREAS OF EMPHASIS: Islamic Studies; Theosophy, Political Philosophy; Islamic Mysticism; Sufism; Poetic Expression in Mystic Thought

Thomas Steffora
M.A., Counseling Psychology, Pacifica Graduate Institute
AREAS OF EMPHASIS: Archetypal Psychology; Philosophically-Informed Psychology; Medically-integrative Therapy; Somatic Symptom Pathology; Phenomenological Modalities; Systems-focused Couples and Individual Psychotherapy

Andrew Teton

M.A., Clinical Psychology, Antioch University, Santa Barbara; Licensed Marriage and Family Therapist

AREAS OF EMPHASIS: Theories of Psychotherapy; Marriage, Couples, and Family Systems; Law and Ethics; Clinical Skills; Group Psychotherapy; Trauma Recovery; Body Inclusive Therapeutic Approaches; California Licensing Preparation

Paula Thomson

Psy.D., Psychology, American Behavioral Studies Institute; Licensed Clinical Psychologist

AREAS OF EMPHASIS: Developmental Psychology through Adolescence, Strong Focus on Neurobiology and Attachment Theory

Joanna Walling

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Thesis Advising; Intersection of Depth Psychology, Cognitive Behavioral Therapy; Neuroscience with Culture and Creative Identity

Mary Watkins, Professor Emerita

Ph.D., Clinical and Developmental Psychology, Clark University; Licensed Clinical Psychologist

PUBLICATIONS INCLUDE: *Waking Dreams; Invisible Guests; Talking with Young Children about Adoption; Toward Psychologies of Liberation co-author with Helene Shulman).*

AREAS OF EMPHASIS: Imaginal/Archetypal Psychology; Object Relations Theory; Liberation Psychology; Participatory and Phenomenological Research; Dialogue Theory/Praxis

Roderick Watts

Ph.D., Psychology, University of Maryland

Gary White

M.A., Antioch University; Licensed Marriage & Family Therapist

AREAS OF EMPHASIS: Sexual Violence; Sexuality; Multi-Cultural Issues; Men’s and Women’s Issues; Multiple Personality Disorder

Michele Wolf

M.A., Counseling Psychology, Pacifica Graduate Institute

AREAS OF EMPHASIS: Substance Abuse Treatment Programs; Depth Psychology; Art, Story and Sand Tray

Mary Antonia Wood

Ph.D., Mythological Studies, Pacifica Graduate Institute

AREAS OF EMPHASIS: Jungian and Archetypal Approaches to Soul and Creativity; Depth Psychology's Relationship to the Arts, Humanities and Ancient Healing Traditions; Mentoring and Creative Practice

Jonathan Young

Ph.D., Clinical Psychology, Alliant International University

AREAS OF EMPHASIS: Storytelling; Training for Health Professionals; Lectures for Arts Organizations; Expressive Arts Therapy; Screenwriting; Mythology expert

Willow Young, Professor Emerita

M.A., Counseling Psychology, Pacifica Graduate Institute; Licensed Marriage and Family Therapist; CAMFT Certified Supervisor

AREAS OF EMPHASIS: Jungian and Self-Psychology; Archetypal Research; World Arts, Culture, and Mythology; Psyche and Dreams; Clinical Practice Issues

Admission Requirements

Pacifica Graduate Institute welcomes a culturally diverse academic community. Applicants are selected for matriculation in the programs at the Institute according to the potential Pacifica perceives they have to succeed in master's or doctoral level work. While maintaining rigorous standards for admission relative to professional and personal attributes, the Institute seeks to emphasize qualities that measure a student's aptitude for success in Pacifica's courses of study. Thus, the application review process focuses on past educational performance, letters of recommendation, emotional maturity, and the presentation of self in the application essays and interview. All applicants are asked to demonstrate research skills and writing ability by submitting writing samples. The Institute's graduate degree programs require separate applications and admission evaluations. Completion of one of Pacifica's M.A. programs does not guarantee admission to one of the Institute's doctoral programs.

M.A. in Counseling Psychology with Emphasis in Marriage and Family Therapy, Professional Clinical Counseling, and Depth Psychology

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. The M.A. Counseling Psychology Program seeks individuals who are psychologically minded, and who show evidence of emotional resilience, cultural awareness, and commitment to the scholarly questioning necessary to work with diverse individuals and communities. The program values students whose backgrounds include work in social, psychological, religious, or human services, and academic training in psychology or the humanities. Successful applicants will display scholarly writing skills, interest in research, and preferably experience with their own personal psychotherapy.

Psy.D. in Counseling Psychology with Emphasis in Depth Psychology

Applicants must have a master's degree from an accredited or state-approved institution of higher education. The Psy.D. Counseling Psychology Program seeks individuals who are psychologically minded, and who show evidence of emotional resilience, cultural awareness, and commitment to the scholarly questioning necessary to work with diverse individuals and communities. The program values students whose backgrounds include work in social, psychological, religious, or human

services, and academic training in psychology or the humanities. Successful applicants will display scholarly writing skills, interest in research, and preferably experience with their own personal psychotherapy.

M.A. /Ph.D. in Clinical Psychology with Emphasis in Depth Psychology

Applicants must have a bachelor's and/or master's degree in psychology or related field from an accredited institution of higher education. Students with an education that emphasized scholarship in human sciences, psychoanalytic, Jungian, and other depth psychological approaches are especially considered. Applicants to the Clinical Psychology Program are expected to bring a strong foundation in scholarly research and writing, as well as a demonstrated interest and aptitude for the study of depth psychology, which will be assessed during the application process. The program seeks individuals who are psychologically minded and who show evidence of emotional resilience, deep cultural awareness, and a commitment to scholarly questioning necessary to work with diverse individuals and communities. In addition to advanced writing and scholarship skills, successful candidates will have supervised clinical experience and manifest an interest in the relationships among psychology, the humanities, and human sciences. The experience of personal depth psychotherapy is highly valued.

Ph.D. in Depth Psychology with Specialization in Integrative Therapy and Healing Practices

Applicants must have a master's degree from an accredited or state-approved institution of higher education. In addition, this doctoral specialization requires candidates to have experience and training in a distinct healing-oriented or therapeutic profession. The program is ideal for diverse practitioners (licensed, pre-licensed, or license-exempt) in the following professions (partial list): *Psychotherapists, Psychologists, Marriage and Family Therapists, Social Workers, Professional Counselors, Health and Medical Professionals (Nursing professionals, Physicians, Allied Health Providers), Jungian Analysts, Psychoanalysts, Specialized Addiction and Treatment Counselors, Expressive Arts Therapists, Spiritual and Pastoral Counselors, Health and Wellness Practitioners with Advanced Training, and Other Qualified Consultants and Counselors.* Applicants must either be practicing or have a plan in place to start practicing once they have enrolled in the program.

Because the program maintains a strong emphasis on learning through practice consultation groups, we seek candidates who are psychologically-minded and show evidence of emotional resiliency. Prior commitment to personal growth and development as a client or patient working with a therapeutic professional is an important factor in the consideration of the application.

In addition to having advanced skills in writing and scholarship, successful candidates will hold some familiarity with, and aptitude for, the perspectives of depth psychology, and demonstrate a commitment to practice and research in a therapeutic and healing-oriented profession.

M.A. /Ph.D. in Depth Psychology with Specialization in Community, Liberation, Indigenous, and Eco-Psychologies

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher learning. Applicants must also demonstrate aptitude in the following areas: a background in psychology through formal coursework or personal study and experience; a background in interdisciplinary studies, such as the humanities and social sciences with an emphasis in cultural studies, social justice studies, and environmental studies; a demonstrated interest in scholarly research and active community engagement around an issue of their concern.

M.A. /Ph.D. in Mythological Studies with Emphasis in Depth Psychology

Pacifica's Mythological Studies Program seeks students who have the potential to succeed in the creative application of mythological themes and psychological insights. In the process of reviewing applicants, attention is focused on past educational, creative, and professional endeavors. Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. While a degree in the humanities, arts, or social sciences is preferred, other degrees will be considered. Successful completion of a Comprehensive Examination during the second year of the program and demonstrated proficiency in academic research are required for continuation into the third year (Ph.D. coursework) of the program.

M.A. in Depth Psychology and Creativity with Emphasis in the Arts and Humanities

Applicants must have a bachelor's and/or master's degree from an accredited institution of higher education. While the program seeks students with a background in the humanities, psychology, the

arts, or social sciences, other degrees will be considered. Successful applicants will also display scholarly writing skills and show an interest in the application of depth psychological principles.

M.A. /Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. Applicants may also demonstrate aptitude in the following areas: a background in psychology through formal coursework, personal study and/or experience; a background in interdisciplinary studies, such as the humanities, sciences, and social sciences; a demonstrated interest and ability in scholarly writing; and a familiarity with the perspectives of depth psychology, such as psychoanalytic, Jungian, and archetypal psychology.

M.A. /Ph.D. in Depth Psychology with Specialization in Jungian and Archetypal Studies

Online Program

Applicants must have a bachelor's and/or master's degree from an accredited or state approved institution of higher education. Applicants may also demonstrate aptitude in the following areas: a background in psychology through formal coursework, personal study and/or experience; a background in interdisciplinary studies, such as the humanities, sciences, and social sciences; a demonstrated interest and ability in scholarly writing; and a familiarity with the perspectives of depth psychology, such as psychoanalytic, Jungian, and archetypal psychology. In addition, while students in this program will be a part of the larger Pacifica community and receive the support afforded every student—as well as engage weekly with faculty and their cohort—the program is conducted exclusively online. This format requires from applicants both an explicit desire to study online and a pronounced capacity for working independently—which includes the necessary self-motivation and self-discipline to successfully progress through the program**.**

M.A. /Ph.D. in Psychology, Religion, and Consciousness

Online Program

Applicants must have a bachelor's and/or master's degree from an accredited or state-approved institution of higher education. Applicants may also demonstrate aptitude in the following areas: a background in psychology and/or religious studies through formal coursework, personal study and/or experience; a background in interdisciplinary studies, such as the humanities, sciences, and social

sciences; a demonstrated interest and ability in scholarly writing; and a familiarity with the perspectives of depth psychology, the psychology and/or history of religions, and consciousness studies

Applying to Pacifica

Prospective students are asked to submit the online application (available at www.pacifica.edu) with a non-refundable $75 application fee. To complete the application file, a personal statement, resume, writing sample, official transcripts, and letters of recommendation with recommendation form will be provided to Pacifica Graduate Institute. Licensure track programs also require a licensure acknowledgement form. Early applications are encouraged due to limited space in Pacifica's programs. The Admissions Committees reviews completed application files and, upon recommendation, schedules interviews for qualified applicants.

International Applicants

International applicants must have their transcripts evaluated to determine U.S. equivalency. We will accept evaluations from current members of the NACES (National Association of Credential Evaluation Services) and AICE (Association of International Credential Evaluators, Inc.). In addition, international applications must submit TOEFL (Test of English as a Foreign Language) results. All TOEFL scores must be submitted to Pacifica in advance of acceptance and must meet the minimum score requirements of 230 computer-based test; 570 written test; or 90 internet-based test.

The Institute is authorized under Federal Law to enroll non-immigrant students (F-1 Visa only). Upon acceptance to Pacifica Graduate Institute and completion of necessary documentation, Pacifica will prepare and send international students an I-20 Certificate of Eligibility for non- immigrant F-1 student status, which the student will use to apply for an F-1 visa. The Institute will also vouch for international students when needed. There is no charge for this service.

Interview Procedure

Interviews are a required step in the Pacifica admissions process. The interview addresses a number of important topics concerning the applicant's potential to engage in graduate studies. They include

past educational experience, emotional maturity, personal readiness, and experience related to the applicant's chosen program of study and future goals.

Acceptance and Enrollment

Applications for enrollment are currently being accepted. Upon completion of the application file, all applications must be reviewed by the Admissions Committee. Upon review, all recommended applicants must interview for a place in the program. Please consider the accepted student renewable scholarship deadline in the preparation of an application for the Admissions Committee.

Applicants who have been accepted submit a non-refundable deposit of $175 and enrollment agreement forms for confirmation. The deposit and forms must be received within 14 days of receipt of acceptance. Those who are unable to attend the current academic year must submit a new application and updated documents in order be considered for acceptance at a later date. Check Pacifica's website at http://www.pacifica.edu for additional information.

Transfer of Credits

Due to the unique instructional nature of the doctoral and master's degree programs, prior coursework needs to be evaluated for transferability to Pacifica Graduate Institute. Pacifica does not award credit for prior experiential learning or prior career experience for credit.

A maximum of sixteen (16) units may be transferred from outside institutions, if there is significant overlap with current courses offered in the applicable Pacifica program. Courses completed at another institution more than four (4) years prior to matriculation at Pacifica Graduate Institute will not be considered for transfer.

A maximum of sixteen (16) units may be transferred from one degree program to one other program within Pacifica Graduate Institute, unless there is an approved Transfer Credit Agreement between programs that specifies an alternate number of units. To be considered for transfer credit, the coursework must have been completed at Pacifica within the past five (5) or eight (8) years, depending on the program. The units for courses transferred must meet or exceed the unit values of petitioned courses, and students must have earned "B" grades or better in each course.

Additional information about transfer of credits can be obtained from the Office of Admissions. Students must submit all requests for transfer of credit to the Office of Admissions six weeks **prior** to the start date of the first year classes to allow time for transfer credit requests to be reviewed and approved.

The following list includes Transfer Credit Agreements that are available from program to program at Pacifica.

- M.A. Engaged Humanities and the Creative Life (HMC) to M.A./Ph.D. Depth Psychology Program, Jungian Psychology and Archetypal Studies Specialization (DJA), 18 units of transfer credit options
- M.A. Engaged Humanities and the Creative Life (HMC) to PhD Depth Therapy Specialization (DPT), 5.5 units of transfer credit options
- M.A. Counseling Psychology to M.A./Ph.D. Depth Psychology Program Community, Liberation, Indigenous, and Eco-Psychologies Specialization (CLIE), 9.33 units of transfer credit options
- M.A. Counseling Psychology to M.A./Ph.D. Clinical Psychology, 16 units of transfer credit options
- M.A. Counseling Psychology to PhD Depth Therapy Specialization (DPT), 6 units of transfer credit options
- M.A. Counseling Psychology to Psy.D. Counseling Psychology, 23 units of transfer credit options

A student's financial aid may be affected by a decrease in the number of enrolled units resulting from receipt of transfer credit. Potential students should consult with the Financial Aid Office about their financial aid eligibility.

For students eligible for education benefits through the Veterans Administration, all previous education and training will be evaluated. Credit will be awarded where appropriate and the program will be shortened accordingly. The student and the Veterans Administration will be notified promptly of his/her eligibility.

Pacifica does not have any current transfer or articulation agreements with any other colleges or universities; however, upon admission, students may request to transfer units from another institution per our Transfer of Credits policy. Transfer Credit Agreements are reviewed and updated annually and are subject to change.

Pacifica does not accept ability-to-benefit students.

Notice Concerning Transferability of Credits and Credentials Earned At Our Institution
The transferability of credits you earn at Pacifica Graduate Institute to another institution is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or diploma you earn in an educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree/diploma 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 Pacifica Graduate Institute to determine if your credits or degree/degree will transfer."

The Institute's two campuses lie between the Pacific Ocean and Santa Ynez Mountains, a few miles south of Santa Barbara, California. Tranquil and beautiful, they form ideal settings for contemplation and study.

Instructional Facilities
Pacifica Graduate Institute is a private corporation with campuses located at 249 Lambert Road and at 801 Ladera Lane in Carpinteria, CA 93013. Situated approximately five miles south of Santa Barbara, the Lambert Road campus is comprised of six buildings on thirteen acres. Pacifica's Ladera Lane campus is situated on thirty-five acres in the coastal foothills of Montecito, just north of the Lambert Road Campus. The Ladera Lane campus has lodging as well as dining facilities. Pacifica Graduate Institute has two campuses located in Santa Barbara County California. Our Ladera Lane campus consists of five buildings situated on 35 acres. Our classrooms are located in our administration building and consist of one auditorium, two large classrooms, two medium

classrooms, and one small classroom. Other instructional spaces include one yurt, one computer lab, and three conference rooms. All classrooms and meeting spaces are equipped with either built in or mobile AV equipment which includes a sound system, a computer, projector, DVD players, projection screens, whiteboards, and markers. Tables and chairs are also provided for all instructional spaces. Our two large classrooms are equipped with sand play therapy equipment, which includes professional sand play trays and figurines that are used for training and instruction. Our Lambert Road Campus consists of 6 buildings and is situated on 11 acres. There are two large classrooms, one medium classroom, one small classroom and two conference rooms. All classrooms and meeting spaces are equipped with either built in or mobile AV equipment which includes a sound system, computer, projector, DVD players, projection screens, whiteboards, and markers. Tables and chairs are also provided for all instructional spaces. Both campuses house a fully functional library and research area, as well as a campus bookstore. Each campus has a dining facility which includes a fully equipped professional kitchen and student dining room.

On-Campus at Pacifica

Housing, Transportation, and Meal Policies

Pacifica Graduate Institute aims to host students in an environment that promotes academic growth and personal comfort. Our mission is to create a comfortable and welcoming on-campus experience for all students so that they may feel supported in their learning and nourished in their well-being. Student life at Pacifica is based on respect for self and others, responsibility, and consciousness of behaviors and attitudes that form the basis of a community of learners. Additionally, Pacifica strives to provide students with a space that supports physical, emotional, and spiritual wellness while engaging in challenging academic, intellectual, and social growth.

Pacifica's vision for its students is for them to remain in community with their group, both in and out of the classroom. Meal times and the time spent while in residence are key opportunities for students and faculty to generate cohesion and camaraderie. These interactions are essential to fully experience and understand life at Pacifica. Residential students are required to stay in Institute provided lodging during their class sessions. Students may contact guestservices@pacifica.edu for detailed information about lodging arrangements for their individual track.

There are two types of student status at Pacifica: Residential and Non-Residential. Residential status means that a student resides in Pacifica lodging for each session. Non-Residential status means that a student does not reside at Pacifica overnight. Non-Residential status is available to students who reside permanently in either Santa Barbara or Ventura counties, or students who have an approved residential waiver on file for the academic year. All enrolled students are required to complete a Guest Services Registration form at the beginning of each academic year. Proof of current residency is also required at the beginning of each academic year from students wishing non-residential status.

Lodging and Meal Fees

The fees for lodging and meal plans are described in the "Enrollment Agreement Form" signed by all students. Please note that there are only three circumstances under which our lodging policy provides for fee adjustments:

1. Students have been granted Non-Residential status

2. Students submit timely notification of an anticipated absence*
3. Special scheduling of classes as determined by the Registrar occurs

*In case of an anticipated absence for a particular session, a written cancellation must be received by the Student Residential Services Manager **at least 5 days prior** to scheduled arrival to avoid residential fees for that session.

Students who believe that they have a special circumstance that requires an exception to Pacifica's housing policy may submit a written petition to the Pacifica Housing Committee. Petitions must be sent to Guest Services (guestservices@pacifica.edu), who will then submit them to the Housing Committee.

Residential Students

While scheduling adjustments may cause reassignment of a program's campus of instruction, residential lodging is provided at one of two locations, depending on the program. Students in the MA Counseling Psychology programs, Depth Psychology programs (Community/Liberation/Indigenous/ Eco-Psychologies, Jungian and Archetypal Studies specializations), and Depth Psychology and Creativity program typically attend classes and are typically lodged on the Ladera Lane Campus.

The Residence Hall and Administration building Semi-suite rooms are expected to go through normal wear and tear during a student's stay. However, if there is substantial damage that is incurred during a student's visit to the physical space and/or furniture, the responsibility of those damages may fall on the student. Evaluation of these damages will occur at the end of each student's stay; any necessary repairs will be determined at the good faith discretion of the Campus Operations team. If all on campus rooms are booked alternative lodging will be provided to any enrolled residential students.

Students in the Psy.D. Counseling Psychology, Mythological Studies, Clinical Psychology, and Integrative Therapy & Healing Practices programs typically attend classes on Pacifica's Lambert Road Campus and are typically housed at the Best Western Carpinteria Inn or local lodging. Shuttle service is provided by Pacifica to transport students between the Lambert Road Campus and local

lodging and between campuses at designated times. Shuttle service information is available at each campus' Reception Desk.

Lodging for Residential students staying at the Best Western Carpinteria Inn or other local lodging is based on **double/shared occupancy with an assigned roommate**. Customarily, roommates are assigned by Guest Services and are based on gender identity and class year. Occasionally, however, it may be necessary to pair students from a different class year in order to fulfill the double occupancy requirement. If a student has a roommate preference, they may list the request on the Guest Services Registration form or contact Guest Services at least one week in advance of their session. Requests cannot be guaranteed but will be accommodated when possible.

Students are responsible for any charges incurred if they fail to submit timely written notification of their non-attendance, late arrival, or early departure.

Residential students wishing to change to Non-Residential status may do so by submitting information to the Student Residential Services Manager that includes proof of the local address of the student's residence in Santa Barbara or Ventura County. This change will take effect upon receipt of the written notice and acceptance by the Housing Committee of proof of county residency (see below).

Pacifica reserves the right to make temporary alternative lodging and/or transportation arrangements if necessary.

Non-Residential Students

To meet the conditions of Non-Residential status, a student must reside in Santa Barbara or Ventura County. "Residence," "reside," and "residing," refer to a place of continuous domicile. Both new and returning students are required to submit annual proof of county residency, along with a Non-Residential Form.

Residency is established and supported by producing at least one of the following documents:

- California driver's license

- California voter registration card
- Copy of most recent Federal or State tax return
- Current paycheck stub
- Current utility bill
- Current vehicle registration card
- Rental agreement with a property management company (no personal owner agreements accepted)

Students may also qualify for Non-Residential status if they choose to stay with an **immediate family member** who resides in either Ventura or Santa Barbara County. Pacifica defines immediate family member as parents (natural or adoptive), grandparents, or siblings. Any student who plans to stay with immediate family during the sessions must submit a Non-Residential Form and a notarized affidavit confirming the immediate family relationship. The Non-Residential form may be sent to the Guest Services via email at guestservices@pacifica.edu.

If a student does not meet the above conditions but wants to be considered for Non-Residential status due to special circumstances, they may do so by submitting a written request to the Housing Committee. This process can be initiated by contacting guestservices@pacifica.edu. Requests will be carefully reviewed, and, if the Housing Committee approves the request, Guest Services will notify the student in writing and the status change will become effective before the next class session.

If a student moves to Santa Barbara County or Ventura County during the academic year, Non-Residential status will take effect before the next class session, contingent upon the Housing Committee's acceptance of the student's proof of residency in one of these counties. It is the student's responsibility to notify Guest Services about changes in residence. Guest Services may request proof of residence once the student has made initial contact. If the circumstances that originally qualified a student for Non-Residential status become invalid, they must notify the Housing Office in writing and Residential status will be assigned.

Residential or Non-Residential status remains in effect until the student notifies Guest Services via email of a change. Changes of status become effective for the subsequent class session.

Non-Residential students are responsible for their own transportation, must abide by the parking policies, and remain a participant in the Pacifica meal plan.

Residential Housing Waiver

Students who live outside of the Santa Barbara and Ventura Counties have the option to apply for a Residential Housing Waiver for family related considerations, financial hardships, medical concerns, or summer residential exceptions. Students wishing to be exempt from Residential status must complete a Residential Waiver Form, which enables a student to request a change to their Residential status for one academic year. Forms must be filled out and returned to Guest Services **eight weeks prior** to the start of the first session of an academic year, if the request is for a full year, or **eight weeks prior to the start of a summer residential session**. The student should provide documentation as to why they are requesting a change in residential status with the waiver form to be reviewed by the Housing Committee. Guest Services will notify the student of the status of their Non-Residential request and when the change is scheduled to become effective.

Once completed, academic year residential status changes are locked-in for one academic year, and changes to the student's residential status will not be allowed until the following academic year, unless the student is to move in or out of Santa Barbara or Ventura County. Students are responsible for resubmitting their waiver application to the Guest Services eight weeks before the beginning of each academic year, or eight weeks before the first summer residential session for a summer exception.

Please note the following:

- Students with Non-Residential status may not stay on either the Lambert or Ladera campus overnight. This includes sharing rooms with Residential status students, camping on the grounds, or sleeping in a car or RV in the parking lot.
- Parking on the Lambert Road campus is limited and available on a first come first served basis. Please utilize the shuttle service from the Best Western whenever possible Shuttle service from the local lodging in Carpinteria will be provided while classes are in session.

- Parking over-sized vehicles, RVs, or campers is not permitted on either campus and may be towed. If a student does not abide by these guidelines for Non-Residential status or if there is any violation of the student conduct policy, the Housing Committee reserves the right to revoke a student's Non-Residential status. The Residential Waiver Form can be found on the Housing Office website and may be sent to Guest Services via email.

If a student does not abide by these guidelines for Non-Residential status or if there is any violation of the student conduct policy, the Housing Committee reserves the right to revoke a student's Non-Residential status. The Residential Waiver Form can be found on the Guest Services Office website and may be sent to Guest Services via email.

Transportation/Shuttle Service

Pacifica's shuttle service: (805) 896-1887 (Primary) or (805) 896-1888 (Secondary). Please visit Pacifica's Transportation webpage for more information.

- Pacifica Shuttle Service hours are Monday-Sunday 7am-10:30pm with the first pick-up at 7:15am and last pick up at 10:00pm.
- For active students who attend program sessions on the Lambert and Ladera campuses, the shuttle runs to and from the Best Western Carpinteria Inn (or other local lodging location in the event that PGI needs to house guests at an alternative location), the Chase Bank in Carpinteria (where the Santa Barbara Airbus stops), and the Carpinteria Amtrak station on the day preceding, during, and the day following any track session. Students must call the shuttle number to request a ride to or from the shuttle stop locations 15 minutes prior to needing a ride otherwise you may be late; shuttles do not run continuously between the stops, outside of between campus and the hotel the on the mornings and evenings of classes.
- The 6 designated pick up and drop off locations in Carpinteria are:
    - Chase Bank (Airbus pickup/drop-off Location)
    - Carpinteria Amtrak Train Station
    - The Best Western Carpinteria Inn
    - The Ladera Campus
    - The Lambert Campus
    - Lookout Park (Summerland for EV Charging)

- Child seats are not provided or allowed in the shuttle vans. Students traveling to and from campus with an infant/child must provide their own transportation.
- The use of shuttles for personal purposes, other than between the Best Western Hotel and the Lambert campus, outside of either academic sessions, scheduled meetings with staff/faculty, or use of Pacifica resources (library, bookstore) for academic purposes, is not permitted.
- Any special request for shuttle service outside of the normal operating hours or destinations should be made in advance by emailing Shuttles@pacifica.edu. Shuttles will not transport students or faculty to or from private local residences.

Lambert Students

- The shuttle runs regularly between the Best Western Carpinteria Inn and the Lambert campus on the mornings and evenings of scheduled classes. Shuttles will run continuously from 30 minutes prior to the first scheduled event of the day (typically breakfast) until 5 minutes after the scheduled start time of the final class for that day.
- Outside of the continuously running morning and evening shuttle, you may call to request a shuttle ride anytime throughout the day during the operating hours.

Student Meals

Residential and Non-Residential fees include meal plans for all in session students and include breakfast, lunch, and dinner. Meal plans may vary among programs due to differing schedules. Students may contact Guest Services to obtain detailed information about the meal plan for their track.

Pacifica's meal policy requires full participation by all students during their class sessions. Meal times provide a setting for students and faculty to come together as a community.

Students are asked to bus their own tables. Students are asked to return all dishware and utensils to the busing station in the dining room if they eat outside or bring these items to their classrooms or dorm rooms.

Special Diets

Pacifica's catering service provides vegetarian, vegan, and gluten free options at each meal. The catering service will assist, if possible, in supplementing items on the buffet that meet the students medical dietary needs to provide an adequate plate at each meal. Special meal assistance will be accommodated for any student who is placed on a restricted diet by their licensed physician, and provides a physician's note. To request medically restricted diet assistance, a student must complete the dietary information section on the Guest Services Housing registration form and submit it to Guest Services (guestservices@pacifica.edu). The student must also complete any forms required by the Disability Services Office and provide them with documentation from a licensed physician at disabilityservices@pacifica.edu well in advance of attendance. Special dietary assistance is limited to foods within the context of the current menu offerings. It is imperative that meal planning be done in advance so that the kitchen staff may be prepared, or the student can discuss and arrange other avenues to meet their meal needs during sessions.

Students who request special dietary assistance are responsible for identifying themselves to the dining room staff kitchen staff at mealtime, asking any questions about meal options on the buffet if they are not clear (after reviewing the signage and posted menus), as well as requesting any supplements to meet their medical dietary needs. Menus and food item signage are posted at all times. The caterer will try to accommodate personal preferences and personal choice diet requests (e.g., low fat, high protein, low cholesterol) if availability of those preferences are available and on hand. Please inform Guest Services to review what options may be possible.

Guest Meals and Campus Visits

Occasionally students may invite a guest to join them for a meal. To make arrangements for a guest meal, students need to notify Guest Services **at least one week prior** to the class session. This notice ensures that the catering staff is prepared. The hosting student's account will be charged for the guest's meal and refunds will not be offered. Because our dining facilities are often utilized for classroom interaction during mealtimes, the dining facilities at each campus are considered classrooms. As such, students are asked to limit the number of meals their guest participates in. Guests may not be under 18 years of age, excluding nursing children. Exceptions may be requested to Guest Services for immediate family members under the age of 18. Guests should not arrive or

remain on campus for extended periods of time prior to or after the meal. Guest meals are a privilege which may be revoked at any time, for any reason, at Pacifica's discretion.

Visitors, regardless of age, are not permitted in classrooms (which may at certain times include the dining halls on both campuses). No one unaffiliated with Pacifica who is either selling products to students or charging or requesting a fee for services rendered to students is permitted on campus at any time. A guest or family member may not sleep overnight on the Ladera campus. Everyone on either campus or traveling to or from either campus must abide by all parking, traffic, and land use regulations.

Students who wish to have a meal on campus while a different track is in session should notify Guest Services one week prior to arrival. All meals are coordinated through the Guest Services office. Additional meals are billed to the student's account. Eating meals on campus without permission is not permitted outside of one's academic residential session.

This policy is subject to change due to health and safety considerations.

Library Resources and Services

Pacifica Graduate Institute's library resources and services support graduate-level study in the areas of counseling psychology, clinical psychology, depth psychology, depth psychotherapy, mythological studies, and humanities. Subject area strengths are in Jungian and archetypal psychology, depth psychology, psychoanalysis, clinical psychology, folklore and mythology, religious studies, psychological studies of literature, and research methodology.

Library Collections

The Graduate Research Libraries on the Lambert and Ladera campuses contain over 26,000 books, 350,000 eBooks, 4,200 theses and dissertations, and 2,400 audio and video materials. The library also provides access to thousands of academic journals. Special reference collections include faculty publications, rare and hard-to-find books, and other unique multimedia materials. Desktop computers (both Macs & PCs) are available for students at both campus libraries. Printers and photocopiers are also available and wireless Internet access is available throughout both campuses for personal laptop use. Library items can be sent between the two campuses upon request. These items are available through the library catalog, which is accessible from the library's website.

The Ladera campus library is staffed only when Ladera campus students are in session. When Ladera classes are not in session, students are invited to use the Lambert campus library. Shuttle service is offered between the two campuses at designated times so students can make use of both libraries.

OPUS Archives and Research Center is an independent 501(c) 3 non-profit organization located on both campuses. The Joseph Campbell and Marija Gimbutas library, consisting of approximately 4,600 books, is housed on the Lambert campus. These books do not circulate and cannot be checked out. The archival collections of Joseph Campbell, Marija Gimbutas, James Hillman, Jane Hollister and Joseph Wheelwright, Marion Woodman, Christine Downing, and Katie Sanford are at the Ladera campus OPUS facility. Various parts of these collections include manuscripts, drafts of published and unpublished books, correspondence, audio lectures, research notes, photos, slides, paintings, and personal items. These collections and the Campbell and Gimbutas library are open to the public by

appointment only. If you would like to visit the archives for research or become a volunteer archival assistant, contact OPUS at (805) 969-5750 or visit the OPUS Archives website.

Library Account and Off-Campus Resource Access

You can access all electronic library resources off-campus, including your library user account. Your username is your firstname.lastname and your password is your 5 or 6-digit student ID number (found on your student ID card). For example:

Username: Luther.Blissett

Password: 123456

Logging into your library user account enables you to see what you have checked out, and see what, if any fine accruals you may have. Contact library circulation if you have trouble accessing resources off-campus.

Reference Services

Reference librarians are available (in person and by phone, email and Zoom) to assist you in finding relevant academic resources related to your research interests. They also provide in-class and individualized information literacy instruction and can help you to fine-tune your library research skills.

Circulation Services

Most of the library's print materials circulate except for reference books, print journals, and special collections (e.g., rare items). Currently enrolled Pacifica students may check out up to 50 library items at one time, and the loan period is six weeks. Contact circulation staff for assistance with checking out materials.

Writing Resources and Tutors

Students who experience difficulty in writing papers are encouraged to seek assistance early in their academic work in order to prepare for thesis or dissertation writing. Available resources include texts and articles on writing, online services, independent tutors, editors, and writing tutors. It is up to the student to seek help. Writing assistance resources can be found at Pacifica's Writing Resources & Tutors webpage. English as a Second Language writing resources are available free of charge from that page as well.

Pacifica-created resources include recorded webinars and presentations by Pacifica faculty members on scholarly writing and APA Style, as well as online guides, tutorials, and handbooks on APA and MLA Style. Resources from external organizations, such as Purdue's Online Writing Lab (OWL) include links to materials on MLA and APA Style, scholarly writing, proofreading, the writing process, and plagiarism.

Pacifica currently provides access to writing tutors, free of charge to currently enrolled students who need help with *course papers* (not dissertations or theses). This includes English as Second Language (ESL) writing assistance. Tutors may help with grammar, structure, MLA and APA formatting, and more. Please contact tutors for appointments well in advance of due dates so that you can work with them in enough time to receive feedback, and at different points in the writing process. This will give you enough time to revise your papers as necessary. Support is provided on a first-come, first-serve basis.

Instruction will not occur in a language other than English.

2025-2026 Tuition and Fees

All students are responsible for the Tuition, other Academic Fees and Residential/Non-Residential Fees as listed below. Tuition and Fees are reviewed annually and periodically adjusted as a matter of policy.

Application Fee A $75 fee must accompany the Application for Enrollment. This fee is non-refundable.

Tuition Deposit Once an applicant is accepted to Pacifica, a $175 non-refundable deposit must be received with the signed Enrollment Agreement in order to confirm your registration in the program. Should the applicant decline acceptance, this deposit is non-refundable.

Tuition

M.A. /Ph.D. Mythological Studies	$33,900
M.A. /Ph.D. Depth Psychology, Jungian and Archetypal Studies Specialization	$33,900
M.A. /Ph.D. Depth Psychology, Community, Liberation, Indigenous, Eco-Psychologies	$33,900
M.A. Depth Psychology and Creativity with Emphasis in Arts and Humanities	$23,300
M.A. Counseling Psychology, 1st and 2nd Year Only	$28,000
M.A. Counseling Psychology, 3rd Year Only	$14,934
Psy.D. Counseling Psychology	$32,600
M.A. /Ph.D. Clinical Psychology	$33,900
Ph.D. Depth Psychology, Integrative Therapy and Healing	$31,900
M.A. /Ph.D. in Psychology, Religion, and Consciousness	$26,100

Cost of Attendance 2025/2026

Residential

CATEGORY	M.A. COUNSELING	M.A. DEPTH CREATIVITY IN ARTS AND HUMANITIES	M.A./PH.D. MYTHOLOGICAL STUDIES		M.A./PH.D. DEPTH COMM/IND/ LIB/INDG/ECO SPECIALIZATION	M.A./PH.D. DEPTH JUNGIAN & ARCHETYPAL SPECIALIZATION		PH.D. DEPTH INTEGRATIVE THERAPY & HEALING PRACTICES	M.A./PH.D. CLINICAL	PSY.D. Counseling	MA/PhD Psychology, Religion, and Consciousness
Track	C, D, V, W	X	I	MU	P	DJA	DJO	HY	A	LG	PRC
Tuition	$28,000	$23,300	$33,900	$33,900	$33,900	$33,900	$33,900	$31,900	$33,900	$32,600	$26,100
Residential Fee	$9,016	$4,360	$8,388	$7,298	$6,984	$4,360	$0	$4,212	$11,680	$9,016	$0
Living Expenses	$29,583	$26,422	$29,583	$29,583	$29,583	$26,422	$26,422	$29,583	$29,583	$29,583	$29,583
Transportation	$2,434	$0	$2,434	$1,825	$1,825	$0	$0	$1,825	$2,434	$2,434	$0
Miscellaneous Personal Expenses	$2,433	$0	$2,433	$1,824	$1,824	$0	$0	$1,824	$2,433	$2,433	$0
Federal Loan Fees	$217	$217	$217	$217	$217	$217	$217	$217	$217	$217	$217
Books, Materials, Supplies	$2,016	$1,291	$1,497	$1,123	$1,169	$1,284	$1,284	$718	$1,522	$1,760	$1,276
License, Certification, or Credential	$500	$0	$0	$0	$0	$0	$0	$0	$1,500	$1,500	$0
Total	**$74,199**	**$55,590**	**$78,452**	**$75,770**	**$75,502**	**$66,183**	**$61,823**	**$70,279**	**$83,269**	**$79,543**	**$57,176**

Non-Residential

CATEGORY	M.A. COUNSELING	M.A. ENGAGED HUMANITIES & CREATIVE LIFE	M.A./PH.D. MYTHOLOGICAL STUDIES		M.A./PH.D. DEPTH COMM/IND/LIB/IN DG/ECO SPECIALIZATION	M.A./PH.D. DEPTH JUNGIAN & ARCHETYPAL SPECIALIZATION		PH.D. DEPTH INTEGRATIVE THERAPY & HEALING PRACTICES	M.A./PH.D. CLINICAL	PSY.D. Counseling	Psychology, Religion, and Consciousness
	On-Campus	On-Campus	On-Campus	Online	On-Campus	On-Campus	Online	On-Campus	On-Campus	On-Campus	
Track	C, D, V, W	X	I	MU	P	DJA	DJO	HY	A	LG	PRC
Tuition	$28,000	$23,300	$33,900	$33,900	$33,900	$33,900	$33,900	$31,900	$33,900	$32,600	$26,100
Non-Residential Fee	$5,032	$2,368	$4,736	$4,144	$3,996	$2,368	$0	$2,220	$6,235	$5,032	$0
Living Expenses	$29,583	$26,422	$29,583	$29,583	$29,583	$26,422	$26,422	$29,583	$29,583	$29,583	$29,583
Transportation	$2,434	$0	$2,434	$1,825	$1,825	$0	$0	$1,825	$2,434	$2,434	$0
Miscellaneous Personal Expenses	$2,433	$0	$2,433	$1,824	$1,824	$0	$0	$1,824	$2,433	$2,433	$0
Federal Loan Fees	$217	$217	$217	$217	$217	$217	$217	$217	$217	$217	$217
Books, Materials, Supplies	$2,016	$1,291	$1,497	$1,123	$1,169	$1,284	$1,284	$718	$1,522	$1,760	$1,276
License, Certification, or Credential	$500	$0	$0	$0	$0	$0	$0	$0	$1,500	$1,500	$0
Total	**$70,215**	**$53,598**	**$74,800**	**$72,616**	**$72,514**	**$64,191**	**$61,823**	**$68,287**	**$77,824**	**$75,559**	**$57,175**

Revised 4/23/2025

M.A. Counseling Psychology with Emphasis in Marriage and Family Therapy, Professional Clinical Counseling, and Depth Psychology

RESIDENTIAL	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total
Tuition	7,467	7,467	7,467	5,599	28,000
+Residential Fee	2,328	2,328	2,328	2,032	9,016
Total Charges	9,795	9,795	9,795	7,631	37,016
Net Loans (–)	5,071	5,071	5,071	5,071	20,284
Balance	4,724	4,724	4,724	2,560	16,732

RESIDENTIAL STUDENTS:

The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters and 7 day/6 night accommodations in the summer quarter at the Best Western or Ladera Campus, meals, shuttle service and misc. day use fees.

NON-RESIDENTIAL	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total
Tuition	7,467	7,467	7,467	5,599	28,000
+Non-Res Fee	1,332	1,332	1,332	1,036	5,032
Total Charges	8,799	8,799	8,799	6,635	33,032
Net Loans (–)	5,071	5,071	5,071	5,071	20,284
Balance	3,728	3,728	3,728	1,564	12,748

NON-RESIDENTIAL STUDENTS:

The Non-Residential/ Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.

M.A./Ph.D. Depth Psychology with Specialization in Jungian & Archetypal Studies

RESIDENTIAL						RESIDENTIAL STUDENTS:
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Residential Fee covers 4 day/3 night accommodations (meals, shuttle service, misc. day use fees) once each quarter.
Tuition	8,475	8,475	8,475	8,475	33,900	
+Residential Fee	1,090	1,090	1,090	1,090	4,360	
Total Charges	9,565	9,565	9,565	9,565	38,260	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	4,494	4,494	4,494	4,494	17,976	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees once each quarter for those living in Santa Barbara or Ventura County area.
Tuition	8,475	8,475	8,475	8,475	33,900	
+Non-Res Fee	592	592	592	592	2,368	
Total Charges	9,067	9,067	9,067	9,067	36,268	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	3,996	3,996	3,996	3,996	15,984	

M.A./Ph.D. Depth Psychology with Specialization in Jungian & Archetypal Studies

TUITION FEE						ONLINE PROGRAM:
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	No Residential or Non-Residential Fees.
Tuition	8,475	8,475	8,475	8,475	33,900	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	3,404	3,404	3,404	3,404	13,616	

M.A. Engaged Humanities and the Creative Life with Emphasis in Depth Psychology						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Residential Fee covers 4 day/3 night accommodations (meals, shuttle service, misc. day use fees) once each quarter.
Tuition	5,825	5,825	5,825	5,825	23,300	
+Residential Fee	1,090	1,090	1,090	1,090	4,360	
Total Charges	6,915	6,915	6,915	6,915	27,660	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	1,844	1,844	1,844	1,844	7,376	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, misc. day use fees once each quarter for those living in the Santa Barbara or Ventura County area.
Tuition	5,825	5,825	5,825	5,825	23,300	
+Non-Res Fee	592	592	592	592	2,368	
Total Charges	6,417	6,417	6,417	6,417	25,668	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	1,346	1,346	1,346	1,346	5,384	

M.A./Ph.D. Clinical Psychology with Emphasis in Depth Psychology

RESIDENTIAL						RESIDENTIAL STUDENTS:
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Residential Fee covers 4 day/3 night accommodations each session during the fall, winter, spring quarters and 7 day/6 night accommodations in the summer quarter at the Best Western or Ladera campus, meals, shuttle service and misc. day use fees.
Tuition	9,040	9,040	9,040	6,780	33,900	
+Residential Fee	3,225	3,225	3,225	2,005	11,680	
Total Charges	12,265	12,265	12,265	8,785	45,580	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	7,194	7,194	7,194	3,714	25,296	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.
Tuition	9,040	9,040	9,040	6,780	33,900	
+Non-Res Fee	1,740	1,740	1,740	1,015	6,235	
Total Charges	10,780	10,780	10,780	7,795	40,135	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	5,709	5,709	5,709	2,724	19,851	

M.A./Ph.D. Mythological Studies with Emphasis in Depth Psychology | EXISTING STUDENTS

RESIDENTIAL						RESIDENTIAL STUDENTS:
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters and 5 day/4 night accommodations in the summer quarter at the Best Western or Ladera campus, meals, shuttle service and misc. day use fees.
Tuition	9,040	9,040	9,040	6,780	33,900	
+Residential Fee	2,328	2,328	2,328	1,404	8,388	
Total Charges	11,368	11,368	11,368	8,184	42,288	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	6,297	6,297	6,297	3,113	22,004	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.
Tuition	9,040	9,040	9,040	6,780	33,900	
+Non-Res Fee	1,332	1,332	1,332	740	4,736	
Total Charges	10,372	10,372	10,372	7,520	38,636	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	5,301	5,301	5,301	2,449	18,352	

M.A./Ph.D. Mythological Studies with Emphasis in Depth Psychology | NEWLY ENROLLED

RESIDENTIAL						RESIDENTIAL STUDENTS:
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters plus one add'l day/night during the 3rd session of spring quarter at the Best Western or Ladera campus, meals, shuttle service and misc. day use fees.
Tuition	11,300	11,300	11,300	0	33,900	
+Residential Fee	2,328	2,328	2,642	0	7,298	
Total Charges	13,328	13,628	13,942	0	41,198	
Net Loans (–)	6,762	6,761	6,761	0	20,284	
Balance	6,866	6,867	7,181	0	20,914	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.
Tuition	11,300	11,300	11,300	0	33,900	
+Non-Res Fee	1,332	1,332	1,480	0	4,144	
Total Charges	12,632	12,632	12,780	0	38,044	
Net Loans (–)	6,762	6,761	6,761	0	20,284	
Balance	5,870	5,871	6,019	0	17,760	

Ph.D. Depth Psychology with Specialization in Integrative Therapy and Healing Practices

RESIDENTIAL						RESIDENTIAL STUDENTS:
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Residential Fee covers 5 day/4 night accommodations each session during the fall, winter, and spring quarters.
Tuition	10,633	10,633	10,634	0	31,900	
+Residential Fee	1,404	1,404	1,404	0	4,212	
Total Charges	12,037	12,037	12,038	0	36,112	
Net Loans (–)	6,762	6,761	6,761	0	20,284	
Balance	5,275	5,276	5,277	0	15,828	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area.
Tuition	10,633	10,633	10,634	0	31,900	
+Non-Res Fee	740	740	740	0	2,220	
Total Charges	11,373	11,373	11,374	0	34,120	
Net Loans (–)	6,762	6,761	6,761	0	20,284	
Balance	4,611	4,612	4,613	0	13,836	

M.A./Ph.D. Depth Psychology with Specialization in Community Psychology, Liberation Psychology, Indigenous, and Ecopsychology						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters, meals, shuttle service and misc. day use fees. CLIE students are not in residence during the summer quarter and therefore excluded from the summer charges for residential fees.
Tuition	9,040	9,040	9,040	6,780	33,900	
+Residential Fee	2,328	2,328	2,328	0	6,984	
Total Charges	11,368	11,368	11,368	6,780	40,884	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	6,297	6,297	6,297	1,709	20,600	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in the Santa Barbara or Ventura County area. CLIE students are not in residence during the summer quarter and therefore excluded from the summer charges for non-residential fees.
Tuition	9,040	9,040	9,040	6,780	33,900	
+Non-Res Fee	1,332	1,332	1,332	0	3,996	
Total Charges	10,372	10,372	10,372	6,780	37,896	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	5,301	5,301	5,301	1,709	17,612	

Psy.D. Counseling Psychology with Emphasis in Depth Psychology						
RESIDENTIAL						**RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Residential Fee covers 3 day/2 night accommodations each session during the fall, winter, spring quarters and 7 day/6 night accommodations in the summer quarter at the Best Western or Ladera Campus, meals, shuttle service and misc. day use fees.
Tuition	8,693	8,693	8,693	6,521	32,600	
+Residential Fee	2,328	2,328	2,328	2,032	9,016	
Total Charges	11,021	11,021	11,021	8,553	41,616	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	5,950	5,950	5,950	3,482	21,332	
NON-RESIDENTIAL						**NON-RESIDENTIAL STUDENTS:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	The Non-Residential/Commuter Fee covers meals, shuttle service, and misc. day use fees for those living in Santa Barbara or Ventura County area.
Tuition	8,693	8,693	8,693	6,521	32,600	
+Non-Res Fee	1,332	1,332	1,332	1,036	5,032	
Total Charges	10,025	10,025	10,025	7,557	37,632	
Net Loans (–)	5,071	5,071	5,071	5,071	20,284	
Balance	4,954	4,954	4,954	2,486	17,348	
Net Loans (–)	**5,071**	**5,071**	**5,071**	**5,071**	**20,284**	
Balance	**4,536**	**4,536**	**4,536**	**2,168**	**15,776**	

M.A/Ph.D. Psychology, Religion, and Consciousness (PRC)						
TUITION FEE						**ONLINE PROGRAM:**
	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Total	No Residential or Non-Residential Fees.
Tuition	8,700	8,700	8,700	0	26,100	
Net Loans (–)	6,762	6,761	6,761	0	20,284	
Balance	1,938	1,939	1,939	0	5,816	

Dissertation Fee: Doctoral Programs

The Dissertation Fee for all doctoral programs is the Doctoral level tuition for the year the student entered into the Ph.D. program. The Dissertation Fee covers nine (9) quarters of work with the committee. Students will be billed 1/9th of the total fee each quarter. Dissertation work usually begins after the third year of course work. In the event any student withdraws and is re-admitted to Pacifica, the Dissertation Fee is equal to the annual tuition for the year the student was re-admitted to a Doctoral program.

Dissertation Extension Fee

The Dissertation Extension Fee is for students who need additional time to finish their dissertation. Students may enroll for additional one-year enrollment periods; the annual fee is based on one-half of the Ph.D. level tuition from three years prior to the current academic year. One-fourth of the annual Dissertation Fee will be billed quarterly. Students will only be financially responsible for the quarters that are started or needed to complete their dissertation.

Miscellaneous Fees

Student Tuition Recovery Fund (STRF) .0000 of total program fee (varies per program)
Tevera Clinical Training Management Fee (CTM) $195 (Ph.D. Clinical, M.A. Counseling, Psy.D. Counseling students only)
Leave of Absence (LOA) $100
Academic Tutorial (1 month) $200
Extended Academic Tutorial (3 months) $400
Ph.D. Internship/Practicum Only (1 quarter) $300
Psy.D. Internship Fee (initial 3 quarters) $999 per quarter
Psy.D. Internship Extension (1 quarter) $300
Late Payment Fee $100 per quarter
Tuition and Residential/Non-Residential Fees are due 14 days prior to the first day of the quarter. The Late Payment Fee will be assessed if payment is not received in full by the first day of each quarter, excluding secured anticipated Financial Aid.
Late Registration Fee $75 per quarter

Late Registration Fee is assessed for continuing students who do not register on or before 14 days prior to the beginning of the first day of the quarter.
Transcripts, per copy $4
Program Change Fee $250

Student Tuition Recovery Fund Disclosures

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if 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.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Residential and Non-Residential Fees

The Non-Residential Fee covers all meals, shuttle transportation between off-site accommodations and both campuses. The Residential Fee includes the above-listed services plus shared accommodations for the in-session nights and 12% Santa Barbara County Occupancy Use Tax.

Residential Fee:

M.A. /Ph.D. Mythological Studies	$7,298
M.A. /Ph.D. Depth Psychology, Jungian and Archetypal Studies specialization	$4,360
M.A. /Ph.D. Depth Psychology, Community, Liberation, Indigenous, and Eco-Psychologies specialization	$6,984
M.A. Depth Psychology and Creativity with Emphasis in Arts and Humanities	$4,360
M.A. Counseling Psychology	$9,016
M.A. Counseling Psychology (3rd year only)	$4,656
Psy.D. Counseling Psychology	$9,016
M.A. /Ph.D. Clinical Psychology	$11,680
Ph.D. Depth Psychology, Integrative Therapy & Healing	$4,212

Non-Residential Fee:

M.A. /Ph.D. Mythological Studies	$4,144
M.A. /Ph.D. Depth Psychology, Jungian and Archetypal Studies Specialization	$2,368
M.A. /Ph.D. Depth Psychology, Community, Liberation, Indigenous, and Eco-Psychologies specialization	$3,996
M.A. Depth Psychology and Creativity with Emphasis in Arts and Humanities	$2,368
M.A. Counseling Psychology	$5,032
M.A. Counseling Psychology (3rd year only)	$2,664
Psy.D. Counseling Psychology	$5,032
Ph.D. Clinical Psychology	$6,235
Ph.D. Depth Psychology, Integrative Therapy and Healing	$2,220

FINANCIAL AID

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Refundable Tuition Policy

You have the right to cancel your agreement for a program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

Students withdrawing or taking a leave of absence from Pacifica or dropping a course: To be eligible for a refund of tuition, timely written notification must be submitted to the Office of the Registrar as specified below. The date of withdrawal or Leave of Absence or dropping a course will be determined by the date written notification is received by the Office of the Registrar. A student's withdrawal may be effectuated by such written notice or by the student's conduct, including but not necessarily limited to, a student's lack of attendance. If you withdraw or file a Leave of Absence or drop a course from Pacifica after instruction has begun, you will receive a partial refund of the Tuition charges as stated below:

"Per unit Tuition calculation": the Tuition for the specific quarter, program, and academic year, divided by the number of units offered in that specific quarter and program. For newly admitted students, a $175.00 deposit is non-refundable; otherwise the refund policy below applies.

Qualifying Time Frame – Tuition Refunds

Standard Academic Quarters, 10-12 Weeks		(Summer Quarter Only) Abbreviated Academic Quarters, 4-5 Weeks	
On or before the first day of class of the quarter	100%	On or before the first day of class of the quarter	100%
OR 7th Day After Enrollment Date		*OR* 7th Day After Enrollment Date	
Day 2 to day 7*	80%	Day 2 to day 7*	70%
Day 8 to day 14*	70%	Day 8 to day 14*	60%
Day 15 to day 21*	60%	Day 15 to day 21*	50%
Day 22 to day 28*	50%	After Day 21*	0%
Day 29 to day 35*	40%		
Day 36 to Day 42*	*30%*	*Tracks X, N and ZZ follow* ***Standard Academic Quarters*** *year-round*	
After Day 42*	0%		

**Pro rata refunds apply unless withdrawal date is 7 days or less after the Enrollment Agreement is signed, in which case the refund will be 100%.*

Refundable Residential/Non-Residential Fee Policy

In order to be eligible for a refund, written notification must be submitted to the Guest Services Department at least five (5) days prior to the start date of on-site instruction. If a student attends any portion of the quarterly on-site session and then withdraws, takes a Leave of Absence, or drops courses from Pacifica, a Residential/Non-Residential refund will only apply to subsequent sessions in that quarter and not the session during which the student withdraws, takes a Leave of Absence, or drops courses. If the school cancels or discontinues an on-site course, you will receive a prorated refund of the fee.

For Students Who Have Received Federal Student Financial Aid

If a student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds on the same basis as provided in section above.

Your non-refundable $175.00 deposit will be credited to your student account and applied to the first quarter's tuition charges. Failure to timely pay the tuition deposit or to timely return this completed and signed Agreement may jeopardize, at Pacifica's sole discretion, your enrollment for the 2025-2026 academic year.

Attendance Policy – On-Campus

Students are expected to attend all class sessions. Students are also expected to be on time and to be physically present for the entire duration of all class meetings for each of their courses. Unless pre-approved for the alternative attend option, attendance via web conferencing, video conferencing, phone, or other electronic calling device is not permitted. If an absence should become necessary, it is the student's responsibility to inform the instructor. A student should also inform the Program Administrator and the Housing and Student Residential Services Manager before the absence occurs. Instructors may deduct participation points for absences.

Religious holiday observance does not negatively affect attendance; however, advance written notice must be given to the Program Chair. With the exception of students in the hybrid programs, students cannot miss more than five (5) class days per academic year. Additionally, in order to ensure academic excellence, students must attend a minimum of 2/3 of the total classroom hours for each course. Students in the hybrid degree programs cannot miss more than 1/3 of the contact hours during the residential session per course. In addition, students cannot miss more than 1/3 of the online modules per course.

Please note: missing more than 1/3 of any course during a quarter will result in a failing grade and necessitate retaking the course. Only under profound circumstances will Education Council waive or alter this requirement. Excessive unexcused absences may be cause for academic probation or academic disqualification (see section on Academic Standing).

Attendance Policy – Hybrid/Online Modules

Students completing coursework online are required to participate actively in online course activities. Online course activities include, but are not limited to: reading or listening to lesson presentations; reading and responding to discussion topics posted by instructors and fellow students; completing lesson assignments, group projects, and term projects; and maintaining contact with instructors and peers by using course email, chat rooms, and/or discussion boards.

Students in the DJA and DCH hybrid programs meet the required contact hours for each course by attending the on-campus residential (approximately 15.5 hours for each three-unit course), and by

completing the necessary contact hours for each course online (14.5 hours for each three-unit course). Students should expect to login several times a week to complete the discussion questions and assignments.

Although students in the hybrid programs are allowed to miss up to 1/3 of online and 1/3 of on campus coursework per course, absences can severely compromise the learning experience and retention of information in a distance-learning environment. For this reason, Pacifica strongly discourages students from missing any on-campus class sessions or assigned online activities. Excessive absences may result in academic probation or disqualification (see section on Academic Standing).

DPH – Hybrid Attendance

DPH courses consist of live residential classes, live video conferencing, and D2L postings (prerecorded lectures with posting). For each course, the attendance policy of DPH disallows a) missing more than (1/3) of the total class hours on campus, b) missing more than 1/3 of the video conferencing sessions; and c) missing one of the two D2L modules (since this exceeds 1/3 absence). Absences that exceed a) b) or c) will result in a failing grade and necessitate retaking the course.

For example, for a 2 unit course, a student may not miss more than: a) 3 hours 40 minutes (1/3) of 11 hours for each class on campus, b) 2 hours (1/3) of the video conferencing sessions; c) in addition, students must attend both of the D2L modules. Absences that exceed a) b) or c) will result in a failing grade and necessitate retaking the course.

DJO – Online Attendance

DJO courses consists of 15 hours of live virtual sessions [Module 1 (2 hours), Module 4/5 (11 hours), and Module 8 (2 hours)], 3 hours of pre-recorded lectures (25-30 minutes per module in 7 modules), and 12 hours of discussion posts and responses (1.5 hours per post/response in 8 modules).

The attendance policy of DJO disallows a) missing more than 1/3 of any of the three live virtual sessions (no more than five hours total per course)—attendance at 2/3rds of each virtual session is

mandatory; and b) missing more than 1/3 of the modules (3 modules per course). Absences that exceed a) or b) will result in a failing grade and necessitate retaking the course.

Please note: attendance requirements may be altered by Pacifica in the event that courses must be offered online or via other alternative attendance method due to natural disaster, public health crisis, etc. In such event, students will be notified of any alterations to the attendance policy. Attendance may include synchronous and asynchronous online activity.

Student Complaint Policies and Procedures

Definition of Complaint

A student complaint is an allegation by a student that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate Institute pertaining to students.

A student complaint may involve a faculty, staff, other students, and/or administration or it may be related to an academic or administrative process.

A student must go through the complaint process before filing a formal complaint.

Procedure for Resolving Academic and Administrative Complaints

Students are encouraged to first discuss complaints with the person(s) who is (are) directly involved in the complaint in an effort to come to a satisfactory, informal resolution.

If these informal direct discussions are not successful, the student may pursue further avenues, which must be documented in writing. The Program Chair, Student Relations Liaison, or the Director of the appropriate administrative department may be involved in discussing possible resolutions or can be of assistance in directing a student to the appropriate person. If the matter relates to the student's financial account, it may be referred to the Student Accounts Committee. If the matter involves an exception to academic policy, cases may be referred to the Education Council. Details regarding Education Council and its procedures can be found in the Student Handbook.

Before filing a formal complaint, Pacifica encourages students to use established procedures for addressing and resolving complaints whenever possible. If the complaint cannot be resolved through the processes outlined above, students may file a formal complaint according to the procedures described below. When the Education Council or other committee review is conducted, a separate complaint will not be required.

The Student Relations Liaison is available as an additional support option for students who are seeking information and mediation regarding the complaint processes related to policies described in the Student Handbook. One of the key responsibilities of the Liaison is to create communication between students and the faculty, staff, and administration regarding creation of fair and positive solutions that uphold Pacifica's standards and values as well as to address student questions and concerns.

The Student Relations Liaison can be reached at a confidential phone line (805) 220-8707 or at studentliaison@pacifica.edu.

Definition of a Formal Complaint

A formal complaint is made when a complaint has not been resolved through initial procedures to resolve, and the student alleges that there has been an arbitrary or discriminatory application of, or failure to act in accordance with, the academic or administrative policies of Pacifica Graduate Institute. A formal written complaint, using the Complaint Form linked below, is made by a student to a designated academic (Program Chair or Provost) or administrative officer (Director) in which specific remedies may be requested.

Procedure for Addressing Formal Complaints

The formal complaint policy and procedures provide students with a method for addressing complaint-related concerns that may arise. The procedure provides a thorough review of the student's complaint and affords rights to involved parties with the intent of arriving at a mutual agreement. The complaint procedures are only for non-Education Council matters.

Procedure for Resolving Formal Complaints

A formal complaint is initiated by completing and filing a Formal Complaint Form available on Pacifica's website. The form requires a detailed description of the complaint, the parties involved, the attempts to resolve the complaint informally, and the remedies sought. The complaint should be filed by the impacted student who is escalating their complaint. Students may not represent other students in the complaint process or file a complaint on behalf of another student.

For academic-related matters, the formal complaint is addressed to the Program Chair or, if it involves non-academic matters, to the administrative director of that function, (e.g., Financial Aid, Student Accounts Office, etc.). If the Program Chair or an administrative director is a party to the complaint, the formal written complaint will be addressed to the Provost, who will assign the matter for review to at least two independent, anonymous reviewers. If the Provost is a party to a complaint, the formal written complaint should be directed to the President, who will assign the matter for review.

Pacifica personnel appointed to review the formal, written complaint will gather information from the parties involved in the complaint within thirty (30) days of submitting the complaint, keeping a record and/or summary of this information. They will discuss the matter with the parties involved and recommend a solution to the complaint based on mutual agreement. If a mutual agreement cannot be reached, a resolution will be determined, and all involved parties will be notified of the resolution in writing. Copies of all records will be sent to and maintained by the Academic Affairs Office, Student Services Office, and/or Human Resources.

Appeal Process

For both academic and administrative complaints, if the parties accept the resolution, the complaint is considered settled. If the resolution is not accepted, then the grievant(s) may appeal the resolution in writing within fifteen (15) days of the date the resolution is emailed to the grievant(s). If the appeal is not submitted within the prescribed time limit, the resolution is final.

If the complainant(s) elects to appeal, appeals are submitted to the Provost, along with the written record from the previous steps. If the Provost is the object of the complaint, the complaint will be referred to the President.

Within thirty (30) days of appeal to the Provost, the Provost may decide the matter or may convene a Special Hearing Committee to further investigate the complaint. The Committee may include any of the following members, depending upon the circumstances: Core Faculty members, any Administrative Director, or others. The Committee will make its recommendations to the Provost within forty-five (45) days after being convened.

The Provost will accept, reject, or revise the Committee's decision and communicate it to the grievant(s). This decision will be based on the record and the Provost will not reopen the matter for additional evidence or argument. The action of the institutional management will be final.

Academic Probation

Probation assessment is conducted each quarter at the time that quarterly grades are posted. Students are placed on academic probation upon failure to achieve or maintain a cumulative grade point average of 3.0. Students may also be placed on academic probation for excessive unexcused absences or for failure to follow the Honesty or Conduct Policies of the Institute. After being notified of probationary status by the Registrar's Office, it is recommended that a student on academic probation contact the Program Chair for advisement. Academic probationary status is removed when a student has raised their cumulative GPA to at least a 3.0 at the time that quarterly grades are posted and/or when the honesty, conduct, or attendance issues have been addressed satisfactorily.

A student may be on academic probation for no more than two consecutive quarters of enrollment. If the probationary status is not remediated and removed within two (2) enrolled quarters, a student will be academically disqualified.

Academic Disqualification

Academic disqualification discontinues a student's current enrollment and bars further registration and attendance/participation in any course pending a review by the Education Council. There are five circumstances under which a student would be placed on academic disqualification status:

1. Students who fail to resolve their academic probation status within two consecutive quarters of enrollment will automatically be placed on academic disqualification status.
2. Students who do not make satisfactory progress during the six-month remedial work period of their clinical probation may be placed on academic disqualification status. Students in this situation have the opportunity to make a written and oral presentation to show cause for remaining in the program.
3. Students who engage in additional unethical or illegal behavior in regard to the practice of psychotherapy while on clinical probation will undergo an immediate review. If the Education Council substantiates evidence of this behavior, the student may have their probation extended or may be placed on academic disqualification status.
4. Students who fail to meet the parameters for achieving a passing score on the written or oral comprehensive exam will be placed on academic disqualification status.
5. Violation of the Honesty Policy or the Conduct Policy is cause for academic probation and/or disqualification.

When any of these situations occur, the Registrar will notify the student in writing of the status. Students who are academically disqualified will receive a prorated refund of tuition and fees based on Pacifica's Refund Policy as described in this handbook. Financial aid recipients will be evaluated based on the Return of Federal Funds policy required by federal regulations as outlined in the Financial Aid section of this handbook.

Disqualification Appeal Procedure

In the event a student is academically disqualified, he or she may submit a petition to the Education Council to appeal the disqualification. Petitions to the Education Council must be submitted to the Registrar within one week of receipt of the disqualification notice. The Council will review and consider all materials that are submitted and will respond to the student in writing. A copy of the Council's action, along with the student's petition, will be placed in their permanent file.

If the Education Council denies the appeal for reinstatement, the student has the option to apply for readmission unless the disqualification was based on the Conduct and Impairment Policy or the Honesty Policy. Students who are disqualified for violations of the Conduct and Impairment Policy or

the Honesty Policy are eligible to appeal the disqualification by petitioning the Provost's Office who may appoint a review committee. The review committee will make a suggestion to the Provost and the decision of the Provost will be final.

Remediation for Problematic Behavior

Pacifica students, faculty and staff are encouraged not to respond to rude or abusive communication, other than to encourage rephrasing in a more professional and civil behavior. Departmental review of problematic behavior occurs throughout the year in certain programs, and may be specifically addressed in the annual student evaluations/assessments. The faculty and staff may require time to collect information, documentation, and varied opinions before approaching a student with specific concerns.

In case of identified and specific problematic behavior, faculty, staff or other students may fill out an Incident Report document, which is forwarded to the Program Chair and Program Administrator. The Chair should contact the student and other parties for further clarification, and the student may be able to add their own summary of the events. The Chair, in conjunction with appropriate to the case faculty (e.g., student's advisor) and staff, will examine the nature of complaint and initiate other procedures that may require student to be issued a written warning (Problem Identification process), placed on probation, or be disqualified or withdrawn from the program. For example, repeated lateness to class or disruptive use of electronic equipment may be documented as a warning and addressed with student via Problem Identification forms (which will include specific violations and their remediation). However, incidences of plagiarism, violence, hate speech/crime, or extreme emotional or behavioral instability that influences cohort learning or disrupts operations at Pacifica, may be addressed immediately by Chair in conjunction with the Educational Council and the Registrar, which may result in the initiation of the probation procedures with required remediation steps, a required Leave of Absence with compulsory remediation steps, or immediate disqualification from the program. The student will have a chance to submit documentation of their own assessment of what occurred as well as be able to appeal the Education Council's decision to the Provost's office (see Grievances procedures process below).

Probation procedures may also be evoked after repeated or unaddressed incident reports and problem identification procedures.

As part of the probation process, the Chair of the program will document specific violations, steps toward remediation (if applicable), time frame for remediation to occur, and consequences in case the behavior is not addressed or remediation steps are not completed. The Education Council will evaluate students' probation status and all supporting documents (including students' own summary of the problem). If the Educational Council, based on Chair recommendation, approves probation, this document (signed by Program Chair and the Educational Council representative) will be placed in students' files. Education Council, in conjunction with the Program Chair, will review student progress on the terms of the probation at the conclusion of the probationary period, or as circumstances call for, in order to determine if student is able to come off probation or if further action is required.

Decisions by the committee which involve immediate disqualification from the program are forwarded to the Provost, who can hear appeals and then makes final decisions. Students disqualified from the program are not permitted to re-enroll or seek admission into another program.

Suspension

Students who are suspended due to violations of the Honesty Policy or the Conduct and Impairment Policy may not attend classes in person or online. Within three weeks of the date of the suspension, there will be a review by the Program Chair and the Provost to determine whether the student will be removed from suspension and allowed to return to classes, continued on suspension for a determined period of time, placed on academic probation, or academically disqualified. The student will be notified of the date of this review and will have the option of providing a written response to the reviewing committee. Suspension of classes includes those conducted online; the suspended student will be denied access to the Learning Management System.

Financial Aid

The purpose of financial aid is to provide financial assistance to students enrolled at least half-time basis (minimum 3 units) in an eligible program at Pacifica. Pacifica's Board of Trustees, administrators, faculty, and staff do all they can to ensure that quality education is accessible to all students. Pacifica is committed to a policy of non-discrimination in its regulations pertaining to the award of financial aid.

Important Note: The financial aid information published in this catalog is current and accurate at the time of publication. Institutional policies along with federal and state regulations may change periodically. Contact the Office of Financial Aid for the most up-to-date information regarding applications, deadlines, policies, and procedures or visit Pacifica's Financial Aid webpage.

General Eligibility Requirements:

To qualify for federal financial aid at Pacifica, a student must:

1. Be admitted to an eligible program at Pacifica and enrolled in that program on at least a half-time basis (minimum 3 units/quarter);
2. Complete and submit the Free Application for Federal Student Aid (FAFSA) form each year to determine eligibility for federal financial assistance. Pacifica's School Code is **G31268**.
3. Be in good standing in order to qualify for federal financial assistance (a student may not have federal liens, or be in default, or owe a refund on any federal financial aid program).
4. Be a United States Citizen, legal permanent resident of the United States or eligible non-citizen; provide proof of compliance with selective service and drug conviction regulations.
5. Be making Financial Aid Satisfactory Academic Progress (FSAP) toward the completion of degree requirements (See FSAP policy for details).
6. Complete an entrance counseling session online prior to receiving the first loan disbursement and an exit counseling session when dropping below half-time status, taking a Leave of Absence, or upon completion from Pacifica.

Types of Financial Aid Available:

Pacifica provides students with a number of financial assistance options including scholarships, loans, and financing alternatives.

PACIFICA GRADUATE INSTITUTE SCHOLARSHIPS:

To make education accessible to students who show high financial need and academic merit, Pacifica is pleased to offer a number of program-based scholarships to our graduate students. Applications are available through the Office of Financial Aid website after January 1st.

Newly admitted students to be considered must meet the following requirements by: **August 15th**

1. Be accepted into a Pacifica program of study.
2. Complete and submit the scholarship application and essay.
3. Results of the FAFSA must be on file in the Office of Financial Aid for U.S Citizens or eligible non-citizens in order to qualify.
4. International students must, instead of the FAFSA, complete the International Student Addendum form included in the scholarship application along with the application and essay.

**Please note: any scholarship applications that have not met the above-mentioned requirements by the published deadline will not be considered.*

Returning students to be considered must meet the following requirements by: **August 15th**

1. Be enrolled full-time (minimum 6 units) each quarter.
2. Complete and submit the scholarship application and essay.
3. Results of the FAFSA must be on file in the Office of Financial Aid for U.S. Citizens or eligible non-citizens to qualify.
4. International students must, instead of the FAFSA, complete the International Student Addendum form application along with the application and essay along with the application and essay.

**Please note: any scholarship applications that have not met the above-mentioned requirements by the published deadline will not be considered.*

Program Scholarships

C.G. and Emma Jung Scholarship

Offered to newly admitted students entering into the Ph.D. Depth Specialization in Integrative Therapy and Healing Practices. Average awards range from $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required grade point average.

Founders Scholarship

Offered to newly admitted students entering into the M.A. Counseling Psychology Program. The scholarship will be awarded to four students in the amount of $4,000 and is renewable provided recipients meet the required grade point average. Applicants should show high financial need and strong academic excellence.

Global Innovators Scholarship

Offered to newly admitted students entering into one of the following programs: M.A. Depth Psychology and Creativity, or the M.A. /Ph.D. Depth Psychology with Specialization in Jungian and Archetypal Studies. Average awards range from $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required grade point average.

Herman Warsh Scholarship

Offered to newly admitted students entering the M.A. /Ph.D. Depth Psychology with Specialization in Community, Liberation, and Ecopsychology program. Average awards range from $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable provided recipients meet the required grade point average.

Joseph Campbell Scholarship

Offered to newly admitted students entering into the M.A. /Ph.D. Mythological Studies Program. Average awards range from $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable provided recipients meet the required grade point average.

Jung/Freud Clinical Scholarship

Offered to newly admitted students entering into either the Ph.D. Clinical Psychology or Psy.D. Counseling programs. Awards range $2,000-$3,000. The number and amount of individual awards is contingent upon the number of eligible applications received. This scholarship is renewable, provided recipients meet the required 3.5 cumulative grade point average**.**

Education Assistance

Offered to new and returning students. The award is $1,000 to be equally divided between four quarters. For students in the M.A. Counseling Program enrolled in the 3rd year, the award is $500. This scholarship is **not renewable** and students must apply each academic year. Students enrolled in the dissertation phase are not eligible for consideration.

Post 9/11 GI Bill Yellow Ribbon Scholarship

Pacifica Graduate Institute is pleased to announce that we have entered into an agreement with the Veteran's Administration in support of veterans continuing their education under the Post 9/11 GI Bill. Pacifica has agreed to provide up to ten Yellow Ribbon Scholarships each year for qualifying veterans under the Post 9/11 GI Bill on a first-come, first-serve basis. Students in the M.A. Counseling program will qualify for up to $6,500 per year, M.A. Depth Psychology and Creativity students will qualify for up to $5,400 per year, and those in the doctoral programs will qualify for up to $7,800 per year.

Segal AmeriCorps Matching Scholarship

Offered to new and returning students. Pacifica Graduate Institute is a proud participant in the Segal AmeriCorps Matching Education Award program and is pleased to offer the Segal AmeriCorps Matching Scholarship to qualified AmeriCorps Alumni enrolled in one of our M.A. or Ph.D. programs. The matching scholarship amount will be a dollar-for-dollar match up to $4,725 per year with a maximum of $9,450 throughout enrollment in the program of study. To qualify for the matching scholarship program, students must submit to the Office of Financial Aid the AmeriCorps voucher confirming benefit eligibility. A total of five new scholarships will be available on a first-come, first-serve basis. These scholarships are not transferable, have no cash value, and will be applied directly toward tuition charges.

CLIE Tuition Matching Grant

Offered to newly admitted students entering into the M.A. /Ph.D. Depth Psychology with Specialization in Community, Liberation, Indigenous, and Eco-Psychology program. Pacifica Graduate Institute will match (through tuition grant) up to $12,500 per year, tuition support offered by an incoming student's employer, non-profit organization, sponsoring member of the community, or foundation. The number and amount of individual awards is contingent upon the number of eligible applications received. Applicants should have experience in and commitment to working in community-based settings or on environmental or cultural issues. The matching funds awarded in 2025-2026 will be renewable throughout a student's course of study in conjunction with their sponsoring source. This opportunity has been created in recognition of how difficult it can be for those committed to community and Eco psychological work to fund their education, particularly in the context of the enhanced needs our communities are currently experiencing.

Peace Corps Paul D. Coverdell Fellows Program

Pacifica Graduate Institute partners with **The Peace Corps'** Paul D. Coverdell Fellows Program to provide graduate school scholarships to Returned Peace Corps volunteers (RPCV). The Community, Liberation, Indigenous, and Eco-Psychology Specialization, the Psy.D. Counseling Psychology Program and the M.A. Counseling Psychology Program invite RPCVs to apply.

Students are encouraged to apply for all applicable scholarships. However, scholarships cannot be combined with other Pacifica Graduate Institute Scholarships. Only one scholarship per student can be awarded.

EXTERNAL SOURCES:

Outside Scholarship Searches

There are many free sources providing scholarship listings and databases available to students on the Internet. Please be aware that you should not pay for a search service. Pacifica's website provides a listing of several scholarship search resources. Log on to www.pacifica.edu, under Financial Aid, click on Scholarship Searches.

International Student Resources

We encourage students to apply for the Pacifica Graduate Institute Scholarships. Please refer to the Scholarship section for more information or visit Pacifica's website. Under Financial Aid, click International Students.

State Sources

Many states offer grants and/or other types of financial aid to their residents. Contact the U.S. Department of Education in your state for information, or check the U.S. Department of Education's website.

Student Employment

Pacifica does not participate in the Federal Work-Study program.

Tax Breaks for College

There are a number of federal tax benefits for college, including credits, deductions, and savings incentives. All benefits have income limitations and other qualifications.
Consult your tax advisor or IRS for complete details.
Web resources: IRS Tax Information for Individuals webpage.
For questions regarding the 1098-T tax form, please contact Pacifica's Student Accounts Office.

Tribal Benefits

Pacifica accepts tribal benefits. Several American Indian tribal nations provide tuition assistance for students who are recognized members. For additional information on tribal funding, please visit the U.S. Department of the Interior's webpage.

Veterans Administration Educational Benefits

Pacifica's programs are approved for the training of veterans and other eligible persons under Title 38, U.S. Code. To determine eligibility requirements under any of the education benefit programs, call 1-888-GIBILL1 or logon to the VA website.

Pacifica has agreed to participate in the Post 9/11 GI Bill Yellow Ribbon Matching Scholarship program. For details of Pacifica's Yellow Ribbon Matching Scholarship program contact the Office of Financial Aid or visit the Pacifica Scholarship Programs link on the Financial Aid website.
For students eligible for education benefits through the Veteran's Administration, all previous education and training will be evaluated. Credit will be awarded where appropriate and the program will be shortened accordingly. The student and the Veteran's Administration will be notified by the Registrar Office promptly.

Vocational Rehabilitation

Pacifica accepts Vocational Rehabilitation benefits. The services available through these programs vary depending upon the state. For more information, please visit the VA Veteran Readiness and Employment webpage.

STUDENT LOANS

Federal Student Loans

Pacifica Graduate institute participates in the U.S. Department of Education's Direct Loan program. The Direct Loan program provides students with access to federal Unsubsidized Loans as well as PLUS Loans for graduate and professional students by allowing students to borrow directly from the federal government. To learn more about these Federal Direct Loan programs, visit the Federal Student Aid website or the Pacifica Financial Aid website. You may also learn more about these loan programs in the Pacifica Financial Aid guide, which is available for download online or in the Office of Financial Aid.

The Direct Unsubsidized Loans are low interest loans made to students admitted to an eligible academic program and attending at least half-time (minimum 3 units). The interest rates for federal student loans are determined by federal law each year. The interest rate on Direct Unsubsidized loans for 2025-2026 will be released during the summer. All new Direct Unsubsidized loans offer a six month post-enrollment grace period. All Direct Unsubsidized Loans are subject to an origination fee which is deducted from each disbursement.

Graduate students may borrow an annual maximum of $20,500 in the Direct Unsubsidized Loan program. The aggregate loan limit of all federal Stafford Loans (FFELP + Direct combined) for a graduate student is $138,500 (including undergraduate loans and a maximum of $65,500 in Subsidized Stafford Loans).

Direct Unsubsidized Loans

Direct Unsubsidized Loans are available to students regardless of financial need. The annual maximum for graduate students is $20,500 with a total Aggregate Lifetime limit of $138,500. Interest on this loan begins to accrue upon disbursement. The student is responsible for the interest on this loan during eligible periods of enrollment and deferments (interest deferment options are available).

Direct Subsidized Loans

Direct Subsidized Loans are no longer available for graduate and professional students effective for loans made for periods of enrollment (loan periods) beginning on or after July 1, 2013. The terms and conditions of Direct Subsidized Loans received by any student for loan periods beginning before July 1, 2013 for either graduate or undergraduate study are not affected by this change.

Direct Graduate PLUS Loans

Direct Graduate PLUS Loans are available to qualifying graduate/professional students to assist with education expenses (tuition, housing, books, travel, and reasonable personal expenses). Direct PLUS Loans are not based on income or assets. However, to qualify borrowers must:

1. Be a U.S. Citizen or eligible non-citizen and have a valid Social Security Number.
2. Complete the FAFSA and apply for the maximum amount of Unsubsidized Loans for which you are eligible.
3. Meet credit eligibility requirements as determined by the U.S. Department of Education.
4. Complete/submit a Master Promissory Note (MPN) to the U.S. Department of Education.

Direct Grad PLUS Loans are also subject to an origination fee which is deducted from each disbursement.

The interest rates on Grad PLUS loans are determined by federal law each year. The interest rate on Direct Grad PLUS loans for 2025-2026 will be released during the summer. Interest begins to accrue as the funds are disbursed each quarter. New Direct PLUS loans will have a six month post-enrollment grace period.

Student Loan Repayment

There are several repayment plans for Direct Loans that range between 10-30 years of repayment. Early repayment in whole or in part may be made without penalty at any time. Income based, extended repayment plans and loan forgiveness programs are available to assist in successful repayment of student loans. Consult with the Direct Loan Servicing Center for complete details on the repayment options available by logging into your Federal Student Aid account.

Student Loan Counseling

All students who borrow from the Federal Loan Programs are required to complete an online Entrance Counseling session prior to receiving the first loan disbursement and an online Exit Counseling session prior to leaving Pacifica. The purpose of these loan counseling sessions is to inform students of their rights and responsibilities as a student loan borrower.

PLUS Credit Counseling is required if the U.S. Department of Education has informed you that you have an adverse credit history and you have:

- Obtained an endorser or
- Documented extenuating circumstances to the satisfaction of the U.S. Department of Education

Private Alternative Loans

Private Alternative Loans are non-federal loan programs that require at least half-time enrollment (minimum of 3 units at Pacifica), a good credit history, and ability to repay the loan, and U.S. citizenship or permanent resident status. Some loans may require a credit worthy U.S. citizen or permanent resident co-signer. For complete details of the alternative loans available, please contact the Office of Financial Aid. U.S. Department of Education regulations on private education loans require that:

1. The lender present full disclosure of the terms and conditions of the loan (including fees, interest rates, repayment amounts) and
2. The school certify a student's cost of attendance and eligibility prior to the lender disbursing funds and
3. The lender obtains written confirmation through a signed self-certification from the borrower that they understand the terms and conditions prior to releasing loan funds to the school. This process may extend the processing time for private loans and may delay the release of loans funds to the school. Please allow a minimum of two to three weeks for processing of private alternative loans.

Financial Aid Disbursements

In general, all financial aid will be released to Pacifica in multiple disbursements that coincide with the start of each enrollment period (quarter). The Office of Financial Aid must confirm attendance and registration each quarter in order to release funds. Payment for all outstanding charges not covered by financial aid is due 14 days prior to the start of each quarter to the Student Accounts Office.

Financial Aid Refunds

If the student's financial aid exceeds the total charges each quarter, the student is entitled to a financial aid refund. Excess financial aid funds are available after the start of each quarter. Pacifica has partnered with Nelnet Business Solutions to provide timely refunds to students. Students have the option of receiving refunds through direct deposit or paper check. All refunds will be processed within 14 days after the financial aid funds are received from the U.S. Department of Education. If you do not sign up for the direct deposit option, a paper check will be mailed to you directly from Nelnet Business Solutions approximately 14 days after the funds are received. For questions regarding direct deposit and/or refund process please contact Pacifica's Student Accounts Office. ***Please note the Student Accounts Department cannot issue a refund without a Social Security number on file.***

POLICIES APPLYING TO ALL FINANCIAL AID RECIPIENTS:

Return of Federal Funds/Refunds

Pacifica Graduate Institute adheres to the Return of Federal Funds (R2T4) regulated by federal policy(Sect. 668.22 Higher Education Amendments of 1998). For those students who are eligible and receive federal financial aid and find it necessary to withdraw from all courses at Pacifica prior to the completion of the current quarter, the following federal policy applies. The focus of the policy is to return the **unearned** portion of the federal financial aid for the enrollment period. Only the amount of financial aid that has been earned (based on the number of calendar days completed in the period of enrollment) will be retained on the student's behalf. Any unearned aid will be returned to the U.S Department of Education (ED). If a student withdraws after the 60% point-in-time, the student has earned 100% of the federal funds.

The Return of Federal Funds will be calculated based on the date official written notification of withdrawal is received by the Registrar's Office, the last date of documented attendance or for an unofficial withdrawal, the mid-point of the term, or the last documented date of attendance.

The distribution of returned funds is as follows:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Plus Loan
3. State, private, or institutional aid
4. The student

A "refund" refers to the calculation of institutional charges and is a separate calculation from the Return of Federal Funds calculation. The amount of refundable institutional charges (tuition and residential/non-residential fees) will be prorated based on school policy. Please refer to Refundable Tuition and Fee Policy in this catalog and the Student Handbook. If there is a balance due by the student as a result of the unearned financial aid being returned, the student will be responsible for payment of the difference.

Details of the Return of Federal Funds Policy are available in the Office of Financial Aid. Details of the Refund Policy are available from the Student Accounts Office.

Financial Aid Satisfactory Academic Progress (FSAP) Policy

Students enrolled in coursework

All students who apply for and receive financial aid must be making FSAP toward completion of degree requirements. FSAP annual evaluation will occur after summer grades are posted each year *(in August or September depending on the summer track end dates)*. For Psy.D. Clinical Psychology program the FSAP annual evaluation will occur after spring grades are posted each year.

A cumulative grade point average of 3.0 must be maintained AND a minimum of 67% of attempted units must be successfully completed with a grade of "C" or better (grade of "B" or better required for Counseling and Clinical doctoral students). Transfer credit (TR) will be considered as both attempted and completed units. Incomplete grades (I), failing grades (F, NP), withdrawn grades (W), repeated courses (R) and courses in progress with grades pending (J) will be counted as attempted units and excluded from completed units until successful grades are posted to the transcript.

Example: The percentage of completed units is calculated by dividing the number of successfully completed units by the number of attempted units. For example, if you attempt 6 units in each of the Fall, Winter, and Spring terms for a total of 18 attempted units and you successfully complete a total of 12 units, you have completed only 66.7% and are not maintaining FSAP. Your eligibility for federal aid would be suspended. Review the Appeal Process section for further details.

Dissertation students completing the Ph.D. dissertation phase of the program are considered to be in progress and will be counted as attempted credits and will not receive a grade until the student is able to complete their dissertation. Students who are completing their Ph.D. dissertation demonstrate FSAP by having a committee formed, having on-going consultation, and submitting acceptable written work to their dissertation committee chair by the end the first year (4th quarter of dissertation). The student and committee chair must confirm that such progress has occurred. At the end of the ninth quarter of Ph.D. dissertation, in order to be making FSAP, a student must have a committee approved proposal to receive aid during a third year of dissertation work. All pending financial aid will be cancelled once the final draft is approved. Federal financial aid is not available beyond the thirteenth quarter of Ph.D. dissertation work. Please be aware that all pending financial aid will be canceled once the final draft of your Ph.D. dissertation is approved. The final draft approval date is

considered the separation date from Pacifica and is the effective date used in notifying the Department of Education. Dissertation Processing Fees are not eligible for financial aid. Please review the Ph.D. Dissertation Satisfactory Academic Progress flyer for more details. Also, refer to the Psy.D. Clinical Dissertation Completion Extension flyer and the Psy.D. Clinical Internship flyer for specific details, or equivalent policy documented elsewhere for the Psy.D. in Counseling Psychology.

Financial Aid Suspension

It is the student's responsibility to ensure FSAP is maintained. Students will not receive prior FSAP warnings. Students who fail to maintain a minimum cumulative grade point average of 3.0 and/or fail to successfully complete a minimum of 67% of attempted units each year will lose eligibility for Federal Unsubsidized and Grad Plus Loans. Dissertation students who fail to meet the FSAP requirements will also lose eligibility for federal financial aid. Students will be notified in writing if or when their eligibility for federal aid is suspended.

Appeal Process

Students for whom federal aid has been suspended may appeal if extenuating circumstances (such as a death in the family, injury, illness, or other special circumstances) has hindered academic performance.

Students are strongly encouraged to submit a written appeal within two weeks after receiving notification that financial aid has been suspended. Appeals must be in writing and describe the basis for the appeal. The appeal should include the following items:

- An explanation as to what has changed that would allow the student to demonstrate FSAP at the next evaluation.
- A Corrective Action Plan (CAP) that provides a detailed explanation of how and when deficiencies will be resolved.
- A proposed academic plan for completion of the degree requirements.

The appeal and the CAP must be submitted in writing to the Director of Financial Aid at Pacifica Graduate Institute, 249 Lambert Road, Carpinteria, CA 93013. Phone: (805) 969-3626 x137. The

FSAP Committee will review each student's appeal and CAP to determine whether the FSAP standards will be met and if eligibility for federal aid will be re-instated.

Students Enrolled in Psy.D. Clinical Psychology Internship

Students that are enrolled in the Internship phase of the Psy.D. Clinical Psychology Program are eligible for financial aid only during the first three quarters of Internship enrollment period.

Maximum Timeframe

Students must successfully complete the program within the maximum timeframe. Students in the Master's programs must complete the degree requirements within five (5) years and Doctoral programs within eight (8) years. The maximum number of units a student may attempt in the process of completing the degree is:

Program	Number of Units required for Degree	Maximum Number of Attempted Units Allowed *
M.A. /Ph.D. Clinical Psychology	105	157.5
Psy.D. Clinical Psychology	116	174
M.A. Counseling Psychology	93	139.5
Psy.D. Counseling Psychology	106	159
M.A. /Ph.D. Depth Psychology	90	135
Community/Liberation/Indigenous/ Eco-psychologies	90	135
Jungian and Archetypal Studies specialization	90	135
M.A. in Depth Psychology and Creativity with Emphasis in the Arts and Humanities	48	72
M.A. /Ph.D. Mythological Studies	89	133.5
Ph.D. Integrative Therapy & Healing Practices	74	111
M.A. /Ph.D. Psychology, Religion, and Consciousness	72	108
** The maximum number of units attempted may vary based on degree requirements at the point of admission to the program of study*		

Notice of Penalties of Drug Law Violations

Federal law provides that a student who has been convicted of an offense under any federal or state law involving the possession or sale of a controlled substance during a period of enrollment for which the student was receiving financial aid shall not be eligible to receive any federal financial aid during

the period beginning on the date of such conviction and ending after the interval specified in the following table.

If convicted of an offense involving:

Possession of a Controlled Substance:	**Ineligibility Period:**
First Offense	1 year
Second Offense	2 years
Third Offense	Indefinite
Sale of a Controlled Substance:	**Ineligibility Period:**
First Offense	2 years
Second Offense	Indefinite

A student whose eligibility has been suspended based on a conviction for possession or sale of a controlled substance may resume eligibility before the end of the ineligibility period if:

A. The student satisfactorily completes a drug rehabilitation program that:
    1. Complies with the criteria prescribed in the federal regulations; and
    2. Includes two unannounced drug tests;
B. The student successfully passes two unannounced drug tests conducted by a drug rehabilitation program that complies with the criteria prescribed in the federal regulations; or
C. The conviction is reversed, set aside, or otherwise rendered nugatory.

Student Rights and Responsibilities

Student Rights:

Students have the right to ask the Institute:

- What it costs to attend and what its refund policies are if you take a Leave of Absence or withdraw.
- How the Institute determines whether you are making FSAP and what happens if you are not.
- What financial help is available, including information on federal, state, and college financial aid programs, not just loans.
- About the deadlines for submitting applications for each financial aid program and how recipients are selected.

- How your financial need is determined, including the costs for tuition, fees, housing, food, transportation, books, supplies, personal and miscellaneous expenses are considered in your cost of attendance.
- To explain the various elements in your financial aid package including how and when you will receive your aid.
- To reconsider your financial aid application, if you believe you have been treated unfairly.
- How much of your financial aid must be paid back, and what portion is grant or gift aid.
- If you are offered a loan, you have the right to know the interest rate, the total amount that must be repaid, payback procedures, when repayment begins and how long you have to repay.
- How to apply for additional aid, if your financial circumstances change.
- About the effect outside scholarships may have on your financial aid award.
- For its statistics on crimes, including sexual violence committed on and off campus, and for its campus safety policies and procedures.
- To disclose the percentage of its student who complete the Institute's programs, the percentage that transfer out, and its job placement rates.

Student Responsibilities:

Students must:

- Accurately complete and submit all application by the required deadlines;
- Promptly respond to requests for additional required documentation;
- Avoid intentional misreporting of information on financial aid forms;
- Read, understand, and retain copies of all forms signed and submitted;
- Read, understand, and accept responsibility for all signed agreements;
- Review and understand all information about the program of study prior to enrollment;
- Understand and comply with all requirements of federal, non-federal, and Pacifica financial aid programs;
- Repay your student loans plus interest that accrues, even if you do not complete your education, cannot get a job, or are not satisfied with your education;
- You must use your federal student loan for educational expenses only;

- File for a deferment or forbearance, or change repayment plans if you are at risk of default;
- Remain continuously enrolled, i.e. not have a break in enrollment such as a leave of absence for sequential continuation of financial aid;
- Complete the required Entrance Counseling session prior to the receipt of the first loan disbursement;
- Complete an Exit Counseling session prior to leaving Pacifica (i.e., upon completion of degree requirements or prior to a leave of absence or withdrawal); and
- Notify the Department of Education and alternative loan lenders and the administrative offices at Pacifica of all changes to a student's address, phone number, email address, and enrollment status. Failure to notify the Office of Financial Aid may result in delayed processing of the financial aid.

Student Consumer Information

For student Consumer Information, please visit Pacifica's Student Consumer Information website.

Administrative Information

Accreditation

As an accredited institution, Pacifica Graduate Institute is committed to high standards of quality, integrity, capacity, and effectiveness. Pacifica's academic programs are subject to review and approval on multiple levels:

1. WASC Senior College and University Commission (WSCUC);
2. State of California Bureau of Private Postsecondary Education (BPPE);
3. U.S. Department of Education (ED)

The WASC Senior College and University Commission (WSCUC) is an accrediting agency serving a diverse membership of public and private higher education institutions throughout California, Hawaii, and the Pacific, as well as a limited number of institutions outside the U.S. Through its work of peer review, based on academic standards agreed to by the membership, the Commission encourages

continuous institutional improvement and assures the membership and its constituencies, including the public, that accredited institutions are fulfilling their missions in service to their students and the public good. WSCUC is recognized by the U.S. Department of Education (ED**)** as certifying institutional eligibility for federal funding in a number of programs, including student access to federal financial aid.

WSCUC is reviewed periodically for renewal of recognition by the U.S. Department of Education (ED) and by the Council for Higher Education Accreditation (CHEA).

Accredited membership in WSCUC is achieved and maintained after an institution undergoes a series of self-studies and peer reviews by educators from member schools. These reviews are planned periodically to ensure that each institution is achieving its mission, educational purposes, and other academically-oriented standards of quality, integrity, capacity, and effectiveness.

WSCUC Accreditation Status

In February 2019, Pacifica's accreditation was re-affirmed with the next review scheduled for 2024.

Current Accreditation Status: ACCREDITED
First Accredited: 1997
Most Recent Commission Action: September 22, 2023

Visit the accreditation webpage on Pacifica's website for more information.

For standards of accreditation and information regarding the WSCUC, including information about policy and process for compliance complaints, visit WSCUC's webpage, or contact WSCUC at the address below.

WASC Senior College and University Commission (WSCUC)
1080 Marina Village Parkway Suite 500Alameda, CA 94501
Telephone: (510) 748-9001
Fax: (510) 748-9797



Status

To comply with new ED requirements for proprietary schools, Pacifica Graduate Institute applied to the California Bureau for Private Postsecondary Education (BPPE) and in April 2014 was approved to operate by means of accreditation.

This approval to operate signifies that an institution is in compliance with state standards as set forth in the Private Postsecondary Education Act. For more information, visit Pacifica's Student Consumer Information webpage.

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

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. School Performance Face Sheets are published on Pacifica Graduate Institute's Student Consumer Information webpage.

Please note that the data collection process only yields results based on the number of participants. Thus, lower numbers coincide with the low number of participants. School Performance Fact Sheets (SPFS) are a state required document that has required regulatory fields that must be submitted. Institutions and the State have been working together to meet these requirements when an institution does not meet the standard undergrad or certificate programs. Pacifica Graduate Institute (PGI), began an Alumni survey to attempt to calculate the require data in correlation with the Bureau of Labor Statistics (BLS) database, to provide an example when possible.

- PGI completes the required data for On-Time Completion rates based what the Department of Education (DE) considers on-time completion to be, typically 5 years for a doctoral program.

- PGI data on Graduates Available for Employment are based on survey data for Graduates Employed in the Field. Since Graduates Employed in the Field are extremely undercounted, the Placement Rate Employed in the Field may not reflect a true or accurate percentage.
- Many PGI Programs may result in freelance or self-employment. This type of work may not be reported or accounted for in a consistent or quantitative manner that meets the required fields on the SPFS.
- Additional student learning and persistence data are available on the Pacifica's Student Learning & Persistence webpage.

Other Resources for job and career information that may be useful:

- Bureau of Labor Statistics (BLS)
- Standard Occupation Classification (SOC)
- Pacifica Graduate Institute Alumni Association

Please note, therefore, that the performance data relies solely on student survey.

BPPE Annual Report:

To view Pacifica Graduate Institute's BPPE Annual Report Summary, visit Pacifica's Student Consumer Information webpage. For more information about the BPPE, including its policies and procedures, visit the BPPE webpage.

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 or by completing a complaint form, which can be obtained on the bureau's internet web site (BPPE webpage).

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 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834 or P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

This institution 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.).

The Office of Student Assistance and Relief

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5, or by visiting osar.bppe.ca.gov.

Non-discrimination Policy and equal opportunity statement

Pacifica Graduate Institute does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation or identity, physical or mental disability, citizenship status (within the limits imposed by law or Institute policy), marital status, medical condition, or age in any of its policies, procedures, or practices. This non-discrimination policy covers treatment in institutionally approved academic programs and activities. In conformance with Institute policy, Pacifica Graduate Institute is an Affirmative Action/Equal Opportunity Employer. If a student believes s/he has been subjected to any form of unlawful discrimination, please submit a written complaint to the Provost.

Withdrawal Policy

Students wishing to withdraw from Pacifica Graduate Institute are required to notify the Registrar's Office in writing. Upon receipt, the Registrar will notify the appropriate departments. The Refund Policy will be administered by the Business Office.

Leave of Absence Policy

Students requesting a leave of absence are required to submit a completed Leave of Absence Form to the Registrar. Upon receipt, the Registrar's Office will notify the appropriate departments. The Refund Policy will be administered by the Business Office.

Continuous registration is required to remain an active student. Students enrolled in coursework who find it necessary to interrupt their studies at Pacifica after completing at least one full quarter of coursework or students who wish to take a break before beginning the dissertation phase of their

program will need to submit a Request for Leave of Absence form to the Registrar's Office. With the exception of the Counseling Psychology and the Clinical Psychology programs, a Leave of Absence may be for a minimum of one quarter or a maximum of one year. Due to the sequential structure of course requirements, students in the M.A. or Psy.D. programs in Counseling Psychology and students in their first year of the M.A./Ph.D. program in Clinical Psychology who elect to take a Leave of Absence must remain on leave for one full year. Students returning from a leave of absence will receive an academic plan that they are expected to follow. A fee will be assessed for the Leave of Absence. Taking a Leave of Absence does not extend the program time limits of eight years for students in the doctoral programs and five years for students in the master's programs.

For students who take a Leave of Absence prior to the start of the quarter, enrollment ends on the last day of the preceding quarter. If a student needs to take a Leave of Absence after the quarter has begun, the date on which the Registrar's Office receives the Leave of Absence Form constitutes the effective date of the leave. This date determines the last day of attendance and will be used to calculate any pro rata refund of tuition and/or fees based upon the Refundable Tuition Policy. Financial aid recipients' funding will be evaluated based on the federal refund policy as outlined in the Return of Title IV Funds policy. All financial aid recipients must complete an Exit Interview as required by federal regulations. Lenders will be notified of the last date of attendance and the repayment terms and conditions of the loan will begin.

For more information, please reference the Student Handbook.

Standards for Student Achievement

Good Standing: A graduate student is considered to be in good academic standing when a minimum 3.0 (B) grade point average is maintained. A full description of grading standards and academic regulations is contained in the current edition of the Pacifica Graduate Institute Student Handbook.

Campus Security

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Education requires all higher education institutions to track, report,

and distribute this information each year (in the fall) to all students and employees. Statistics are available online at www.pacifica.edu.

Student Records

Pacifica Graduate Institute is in compliance with the Family Educational Rights and Privacy Act of 1974 and its amendments or as amended setting forth student rights to inspect and review their education records, have some control over the disclosure of information from their education records, and seek to amend education records.

For details on students' rights and issues relating to disclosure of directory information, consult the current Student Handbook.

Student Record Retention Policy

Purpose and Scope

This policy outlines Pacifica's commitment to maintaining and securing student records in compliance with the California Education Code (CEC) §94900, §94900.5, and the California Code of Regulations (CCR) §71810(b)(15), §71920, and §71930. It ensures the integrity, confidentiality, and accessibility of student records for students, faculty, and authorized entities.

1. **Student File Maintenance**
   - **Individual Student Files**: Maintain comprehensive files for each student, including personal and academic records, from enrollment to beyond completion or withdrawal.
   - **Admission Records**: Include verification of bachelor's degree completion, equivalency, and records of transfer credits earned at other institutions that are accepted as transfer credits.
   - **Academic Records**: Maintain detailed transcripts showing courses, credits, grades, and credits awarded from other institutions, in accordance with CEC §94900.
   - **Academic Achievements**: Records of academic achievements and standards for student achievement as stipulated by CCR §71810(b)(15).

2. **Record Contents**
   - **Personal Information**: Collect age, gender, and ethnicity if voluntarily provided by the student.
   - **Signed Documents**: Retain all documents signed by the student, including contracts and financial agreements.
   - **Financial Records**: Document all transactions with the student, specifics of refunds, and financial aid documents.

- **Academic Progress**: Include official notices regarding student progress, including leave of absence forms**.**

3. **Special Records**
   For independent study and graduate students, dissertations, theses, and significant projects.

4. **Compliance Documentation and Records Disposal**
   Pacifica documents compliance with educational codes in its policies and procedures manual, which includes detailed records disposal protocols to ensure the privacy and security of student information.

5. **Catalog and Student Services**
   In alignment with 5 CCR §71810(b)(15), Pacifica's catalog includes detailed information on the institution's mission, educational programs, admission requirements, financial aid policies, and student services. This ensures transparency and access to essential information for all stakeholders.

6. **Record Retention and Security**
   - **Permanent Records:** Indefinitely retain core academic records, including transcripts and degrees awarded.
   - **General Retention**: Other pertinent records as described in Section 71920 are to be maintained for at least five years post-completion or withdrawal.
   - **Secure Storage**: Pacifica ensures records can be reproduced without loss of information. Pacifica ensures records are maintained in California, with a second set stored securely at a different location to prevent damage or loss.

7. **Access, Inspection, and Compliance**
   - **Access:** Access to student records is restricted to authorized personnel only. Pacifica employs physical, technical, and administrative safeguards to protect the integrity and confidentiality of student records.
   - **Inspection**: Pacifica ensures records are readily available for inspection and copying by authorized entities during normal business hours. Pacifica provide reasonable provisions for reproducing documents.
   - **Compliance**: Pacifica documents compliance with educational codes in the institution's policies and procedures manual, including detailed protocols for records disposal to protect student privacy.

8. **Closure and Record Preservation**

In the event of institutional closure, arrangements must be made for the storage and safekeeping of all required records in California, ensuring immediate access for inspection and copying by authorized entities.

9. **Review and Updates**

This policy is subject to annual review and updates to ensure ongoing compliance with evolving legal and regulatory standards.

Changes in Policies and Procedures

Pacifica may from time to time alter the policies or procedures stated in this catalog in order to address emerging needs, or if otherwise in the best interest of the Institute. In that event the Institute would make all reasonable efforts to notify students. Thus students should be aware that the policies and procedures described in this catalog may not necessarily remain in effect during their entire program of studies at Pacifica. Also, to the extent there may be discrepancies in any time period between the Tuition and Fee Agreement and this catalog, the Agreement signed by Pacifica and the student shall be binding.

Applying to Pacifica Graduate Institute

Students are selected for admission in the Institute's programs on the basis of their perceived potential to succeed in master's or doctoral level work. The application review process focuses on past educational performance, letters of recommendation, interest in depth psychology, emotional maturity, application essays, and an interview. Applicants are asked to demonstrate research skills and writing ability by submitting an academic writing sample. Completed files will be submitted for file review and qualified applications will be invited for a virtual interview. For additional information on the admissions process see the Admission Requirements section. For more information, contact Pacifica's Admissions Office at (805) 879-7305. You may apply online at www.pacifica.edu.

Visiting Pacifica Graduate Institute

We welcome visitors to both Pacifica campuses. To arrange a campus tour, please call the Office of Campus Services at (805) 969-3626 or the Office of Admissions at (805) 879-7305. Pacifica also offers virtual events to learn more about the institute, including Pacifica Experience Days.

Visit Pacifica's webpage and explore the resources we have available online:

- Schedules, descriptions, and online registration for Pacifica Experience Days and other public programs
- Additional information on admissions and financial aid
- Online admissions application
- Informational videos featuring Pacifica's faculty and campuses
- Detailed information on Pacifica's Graduate Research Library and other educational resources.