



**NATIONAL**  
UNIVERSITY

# **ADDENDUM C**

## **TO THE NATIONAL UNIVERSITY GENERAL CATALOG 83**

**Effective Date December 21, 2020**

**All information contained in this addendum is applicable to John F. Kennedy School of Psychology at National University programs only.**

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**National University Academic Headquarters**

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## GENERAL INFORMATION

### Tuition & Fees

Program	Per Unit
Doctor of Psychology	\$886
Doctor of Psychology Internship	\$217
Graduate Programs	\$700
Certificate Programs	\$500
Field Placement	\$680

### Enrollment Agreement

Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topics pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information.

### State Authorization of Online/Distance Education

States have varying rules, requirements and regulations that govern online (distance) education offered by out-of-state postsecondary institutions. These rules require higher education institutions that offer distance education to state residents to obtain exemption, approval, authorization or other certification from the relevant state agencies. Many of these regulations also apply to field experiences (e.g., internships, practicums, clinicals, etc.) in the state.

National University researches and monitors state authorization requirements in each state and continues to make good faith efforts to secure the appropriate authorization and/or licensure to offer online programs in each state in which it enrolls students. Prospective and current students should check the State Authorization of Distance Education website for continual updates on National University's state authorization statuses. For states with an approved status, please be aware that individual programs may not be approved or may be pending approval by a state authority and cannot be offered to students residing in that state.

### State Relocation Notice

Students who relocate while enrolled may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Prospective students should contact their Admissions Advisor to discuss how relocation could alter their eligibility, while current students should contact their Academic Advisor if they are considering relocating during their course of study.

Since the University must be authorized/approved to offer programs in each state, there may be consequences for applicants and students who relocate to a state or country where the institution does not meet state requirements or has

yet to be approved. There are also program limitations even in states where the university is authorized/approved; for states with an authorized/approved status, applicants/students may not be able to apply, continue, or change to a particular program, as not all programs may be approved by a state licensing authority. In these cases, these programs cannot be offered to students residing in that state.

### Professional Licensure/Certification

Some programs offered at National University may not provide all the educational requirements necessary for professional licensure or certification in a student's state or country. Students considering an online program that leads to a professional license in a state are highly encouraged to contact the appropriate licensing agency and organization(s) in that state to seek information and additional guidance before beginning the program; and students should also continually monitor changes throughout the program as licensure requirements may change over time.

### Regulatory Disclosures

The following disclosures are required by various state regulatory authorities:

#### Arkansas

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and regulations of institutional and program certification as defined in Arkansas Coe §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

#### District of Columbia

Disclaimer: National University is not affiliated with the United States government, federal agencies, individual state, or District of Columbia governments.

#### Louisiana

National University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

### Policies and Procedures

#### Academic Term

The John F Kennedy School of Psychology at National University academic year is divided into four 11-week quarters. For financial aid purposes, an academic year is

defined as a minimum of three quarters of enrollment.

## Registration

### Registration

Students may register to take courses for credit after complying with admission requirements. Students receive credit only for courses in which they are officially registered and are not allowed to attend courses for which they are not registered. Official registration consists of enrolling in classes via the student portal or through an academic advisor. Payment arrangements are due at the time of registration. Students with unpaid balances may be prevented from attending classes or have holds placed that will prevent future registration.

### Schedule of Classes

The University maintains scheduling information containing course offerings, registration periods, and instructions, forms, and other useful information for registration accessible to students via the student portal.

### Changes in Registration

Students are expected to register for classes—including field placements, independent studies, and internships— before the first day of the term. SOAR remains open for adds and drops during the first two weeks of the term.

If no written approval from the college is required, students may make a change in registration by using SOAR during the first two weeks of the term or by emailing [advisor@nu.edu](mailto:advisor@nu.edu)

Students are required to pay any additional tuition charges. Schedule changes resulting in a reduction of units will be credited according to the refund schedule described in the following sections. If the student is on academic probation, registration and schedule changes cannot be completed on the web and must be conducted through their academic advisor by contacting [advisor@nu.edu](mailto:advisor@nu.edu).

### Auditors/Field Placement/Research, Online and Hybrid Courses

Auditors in on-campus and online courses follow the same registration and refund policy as regular academic courses. Field placement, research, online and hybrid courses also follow the same registration and refund policy as regular academic courses.

### Non-Registered Students

Persons whose names do not appear on the class list or roster are not registered for the course. A person who is not registered has no relationship with the University and is not entitled to any services including instruction, testing, evaluation, disability services, or submission of a grade.

Persons registered in a course who have not arranged for payment of tuition and fees may not continue attending the course. Such persons will still owe tuition for the course if the student does not drop the course within the published drop period. Persons who are sitting in class and are not on the class list or roster will be asked to leave the course.

### Refund Policy

Students are accepted and enrolled in classes with the understanding they will attend the entire course. Students may drop courses during the beginning two weeks of the term by submitting written notice to the Registrar's Office or Academic Advisor. The student is responsible for ensuring that the drop or withdrawal is reflected in their record appropriately by viewing their schedule on the student web portal.

### State-Regulated Refund Policies for Online/Distance Learning

Tuition refunds for students enrolled in online programs who reside in certain states will be issued in accordance with the policies required by the laws and regulations of those states. However, if the University's standard Refund Policy is more beneficial to those students, the University will follow its standard Refund Policy. State-specific refund policies are listed below and online <https://online.flippingbook.com/view/814609/48/>.

### Indiana State Refund Policy

The University will cancel a student's enrollment upon request of the student. The Indiana State Refund Policy applies when Indiana students enrolled in online programs withdraw, drop, or are administratively dropped from a course or the institution. The student's obligation at the time of cancellation will be calculated as follows:

Proportion of Total Course Completed as of Date of Withdrawal or Termination

Tuition Refund	
Less than 10%.....	90% refund
10% up to but not including 25% .....	75% refund
25% up to but not including 50% .....	50% refund
50% up to but not including 75% .....	25% refund
More than 75% .....	No refund

The institution will make a proper refund within thirty-one (31) days of the student's request for a course drop or cancellation. If the student has paid tuition extending beyond twelve (12) months, all such charges shall be refunded.

### Maryland Refund Policy

Students enrolled in online programs who reside in Maryland will receive the minimum tuition refunds in accordance with the Maryland Higher Education Commission requirements (specified in Title 13B.05.01.10 of the Code of Maryland

Regulations).

- A. Except as provided in §B of this policy/regulation, an institution’s refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.
- B. If the University’s refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy.
- C. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws or is terminated after completing only a portion of a course/class:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination

**Tuition Refund**

Less than 10%.....	90% refund
10% up to but not including 20% .....	80% refund
20% up to but not including 30% .....	60% refund
30% up to but not including 40% .....	40% refund
40% up to but not including 60% .....	20% refund
More than 60% .....	No refund

A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

- D. This refund policy is disclosed and acknowledged by students upon enrollment, and
- E. Documentation verifying student refunds in accordance with this policy is maintained.

**Oregon Refund Policy**

Courses dropped before the 10th day of the course will be fully refunded. Online students located in Oregon who withdraw from a course are eligible for a 50% partial refund through the middle week of the course term. Refunds are based on unused instructional time and are prorated on a weekly basis.

**Virginia Refund Policy**

Students are accepted and registered for classes with the understanding that they will attend the entire course. Faculty contracts, the commitment of space, and other University resources are made on that assumption, creating financial obligations that students who withdraw must share. National University’s refund policy reflects this position. Students may withdraw themselves from class prior to midnight of the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu or Student Concierge Services at scs@nu.edu.

To accurately count session days, note that the first day of a

session—not the actual day a student attends class—counts as day one of that session. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the session is a Monday, the student would need to withdraw prior to midnight of the following Tuesday, the ninth day of that session.

If a student does not complete a course, a tuition refund is made according to the following schedule, which is based upon a 28-day month.

Students who withdraw from a course prior to midnight of the:

- Ninth (9th) day of the session will receive a 100 percent refund
- Fourteenth (14th) day of the session will receive a 50 percent refund
- Twenty-first (21st) day of the session will receive a 25 percent refund

Students who withdraw from a course after midnight of the twenty-first (21st) day of the session will not receive a refund. Students must have a credit balance in their account to receive a refund. Refunds, depending on the verification of funds, are processed and mailed within fifteen (15) days from the later of:

- a. The date from when a student cancels enrollment
- b. The date from when the institution terminates a student’s enrollment
- c. The last day of an authorized leave of absence (if the student fails to return after this period)
- d. The last day of attendance of a student

All refunds are mailed to the student’s home address. Students must make sure that the address on file is correct.

**Wisconsin Refund Policy**

A student who withdraws or is dismissed after the cancellation period has passed, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of \$100.

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro-rata refund is the resulting per cent applied to the total tuition and other required costs paid by the student for the current enrollment period.
2. All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or are returned by the school to the supplier.
3. Refunds shall be paid within 40 days after the effective date of termination.

4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or \$400, whichever is less.
5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

### **Financial Aid Refund Policy**

As part of the Higher Education Amendments of 1998, Congress passed new provisions on October 29, 2010 regarding refund policies and procedures for students who have received Federal Student Assistance and are considered withdrawn from school. Based on National University policies, which are made in accordance with federal regulations, a student is considered "withdrawn" if not in attendance for 45 consecutive days.

The Federal Return of Title IV Funds (R2T4) policy was effective October 29, 2010, and governs all federal grant and loan programs, including Federal Pell Grant, SEOG, TEACH Grant, Stafford/Direct Loans (subsidized and unsubsidized,) and PLUS loans.

This federal regulation assumes that awards of Federal Student Aid funds are earned in proportion to the number of days attended for the period funded. If a student is considered withdrawn from the University, a calculation is then performed to identify the total scheduled financial assistance the student earned and is therefore entitled to receive. If the student receives (or the University receives on the student's behalf) more financial aid than is earned, the unearned funds must be returned to the Department of Education. If the student receives (or the University receives on the student's behalf) less financial aid than the amount earned, the student may be able to receive those additional funds.

The portion of federal grants and loans that a student is entitled to receive is calculated on a percentage basis. The percentage is determined by comparing the total number of days in the specified payment period to the number of days completed before withdrawing from the University.

For example, if a student completes 30 percent of the payment period, the student earns 30 percent of the financial aid he/she was originally scheduled to receive. This means that 70 percent of the scheduled award received at the beginning of the payment period becomes unearned and must be returned.

In general, loan disbursements and grants cover a specific

period of time and number of units called the payment period. Once more than 60 percent of the payment period has been completed, all (100 percent) of the financial aid award received for that period is considered earned.

**Important Note:** If a student is considered withdrawn from the University (officially or unofficially) before completing 60 percent of a payment period, the student may have to repay unearned federal monies that were already disbursed at the beginning of the payment period.

The withdrawal date will be determined as either:

- The effective date of withdrawal from the last course attempted, as documented by the University, or
- The last date of attendance at an academically related activity, as documented by the University.

If it is determined that the student received excess funds that must be returned, the University shares the responsibility of returning those funds. The University's portion of the funds to be returned is equal to the lesser of:

- The entire amount of the excess funds, or
- The total in tuition and fee charges multiplied by the percentage of unearned aid received.

If the refund calculation determines that the University is not required to return all of the excess funds, then the student must return the remaining amount. Any loan funds that a student is required to return must be repaid according to the terms of the promissory note. If any grant funds must be returned, the law allows the repayment amount to be reduced by 50 percent. This means that a student who has received too much in grant funds will only be required to return half of the excess amount.

If there is a return of any unearned financial aid by the University, the student will be billed accordingly. In such cases, the student will be required to make arrangements with the Student Business Services Office to pay the amount refunded to the Department of Education within 45 days of the date of the University's notification. In addition, the student will not be eligible for any further federal financial aid until the balance is paid to the Business Office. Effective May 1, 2011, National University began reporting student account defaults to credit reporting agencies.

### **Class Drop and Withdrawal**

Students may drop courses during the beginning two weeks of the term by submitting written notice to the Registrar's Office or Academic Advisor. Notifying an instructor or other office of intent to drop does not constitute an official drop. Dropping a course during the add/drop period does not relieve the deferred payment obligation; fees are non-refundable beginning the first day of the term. Refund checks and credits to credit card accounts are processed after the fourth week of the academic session. Beginning the first day

of the term, fees become non-refundable.

Beginning the fifteenth (15th) calendar day of the term and up to the last business day of the session, students may officially withdraw by submitting written notice to the Registrar’s Office ([registrar@nu.edu](mailto:registrar@nu.edu)) or Academic Advisor ([advisor@nu.edu](mailto:advisor@nu.edu)). Withdrawals cannot be processed if a grade has been entered. Notifying an instructor or other office of intent to withdraw does not constitute an official withdrawal. Withdrawing from a course does not relieve the deferred payment obligation. Students who withdraw are still responsible for the full amount of tuition for the course and all fees. A Withdrawal (W) is posted on the transcript for withdrawn courses but does not affect the student's grade point average (GPA).

Students who fail to complete a course or to officially drop or withdraw will receive a failing grade or UW (Unauthorized Withdrawal). The UW has the academic weight of F in a letter-graded course or NC in a Credit/No Credit course.

Students on financial aid who withdraw from all courses should contact the Financial Aid Office at [financialaid@nu.edu](mailto:financialaid@nu.edu). Refunds are calculated following federal regulations and supersede University policy.

International students who want to drop more than a full-time course load must contact the International Student Advisor at [ipo@nu.edu](mailto:ipo@nu.edu).

### Attendance Requirement

Students are expected to attend all class meetings of on-campus courses in which they are enrolled and comply with attendance requirements specified in the course syllabus. Excessive unexcused absences may affect the course grade.

### Unit Credit

Units described for programs, are quarter units (credits). The University subscribes to the national standard for student workload, which is 40 hours per quarter unit of credit. For each unit of credit, a student is expected to complete 10 hours in class and 30 hours of outside preparation.

### Unit Load

For the purpose of financial aid and enrollment verification: full-time load for on-campus students is defined as nine units per quarter for students in master's degree, graduate certificate programs, or the PsyD program.

Status	Graduate (quarter)
Full-Time	9
Three-Quarter Time	6
Half-Time	4.5

### Full Course of Study for International Students

Full time graduate study consists of 9 quarter units during the coursework phase of a graduate program. Full time study during the internship, practicum or dissertation phase varies depending on the field of endeavor.

### Maximum Unit Load for Students

Graduate students who wish to register for more than 18 units per quarter must obtain written approval from their program chair.

### Grading System

The grading system that appears in the chart below governs grading symbols and computations for all graduate students. All letter grades carry quality points and are computed in student GPAs.

Grades of C+ and C are not acceptable in a master's degree or graduate certificate program. The minimum acceptable grade is B- in a master's degree or graduate certificate program.

The following marks may be assigned to on-campus or master's and doctoral courses and have the same meaning regardless of the level. By definition, marks differ from grades in that they do not carry quality points or count in the GPA (except for the UW—see note below).

### Grades

Grade	Master's Level	Doctoral Level	Points
A+	Exceptional	Exceptional	4.0
A	Exceptional	Exceptional	4.0
A-	Exceptional	Exceptional	3.7
B+	Above average	Above average	3.3
B	Average	Average	3.0
B-	Below average, but passing <sup>1</sup>	Below average, but passing <sup>2</sup>	2.7
C+	Unacceptable	Unacceptable	2.3
C	Unacceptable	Unacceptable	2.0
C-	Unacceptable	Unacceptable	1.7
D	Unacceptable	Unacceptable	1.0
F	Failure	Failure	0.0

1. Grade of B- is acceptable in a master's degree program. A master's-level student must achieve a cumulative GPA of 3.0 to earn a degree. A cumulative GPA below 3.0 will place a student on academic probation.

2. A grade of B- is acceptable in a doctoral program. A doctoral student must achieve a GPA of 3.0 to earn a degree. A cumulative GPA below 3.0 will place a student on academic probation.

## Administrative Codes

Mark	Description
AU	Auditor
CR1	Credit
I	Incomplete
IP	In progress; no grade or units granted until entire course sequence has been completed.
NC	No credit
UW2	Unauthorized withdrawal; student failed to complete course
W	Withdrawal
1. A Credit (CR) is the equivalent of a B or above for master's and doctoral-level students.	
2. In CR/NC courses, the UW is equivalent to NC. In letter-graded courses, the UW is equivalent to F. Refer to the following section for additional information.	

A mark of Credit (CR) is equivalent to acceptable a B or higher for graduate-level students). A No-Credit (NC) mark indicates that the course was not mastered. CR and NC marks are not included in computing the grade-point average. CR marks are, however, recorded as units completed and included as units satisfying degree requirements.

Graduate students may request CR/NC grading as an alternative to letter grading only in courses designated as fulfilling competency requirements or in undergraduate courses prerequisite to a graduate degree or certificate program. A student on academic probation may enroll in CR/NC graded courses only with the approval of the college dean and faculty advisor.

Requests for CR/NC grading must be submitted to the Registrar's Office before one-third of the scheduled course hours have met. Students should be aware that many employers require letter grades in all courses for tuition reimbursement. See the section on Registration for additional information.

### Letter Grading in CR/NC-Graded Courses

Some courses, including courses in the major, are designated for CR/ NC grading by the college dean. In such courses, a letter grade normally is not an option. A letter grade is granted in a CR/ NC graded course only if the student has written approval of the instructor and the dean of the college offering the course and has submitted the approval e-form to the Registrar before more than one- third of the scheduled course hours have met.

## Incomplete

Students are expected to complete all coursework as outlined in the class syllabus by the last meeting date of the course. Granting an Incomplete is at the discretion of the instructor who must follow university policy. The mark of I (Incomplete) may be granted when the student has maintained satisfactory attendance and work throughout most of the course (including independent study) but has not completed all of the coursework as planned and when there is, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without attending additional sessions of the class.

The student must have good reason for requesting an incomplete and must submit a request to the instructor before the date grades for the course are due to be recorded. Ordinarily, good reason will involve matters not wholly within the control of the student such as illness. The mark may not be used to allow a student to improve a grade by performing additional work or by repetition of work already submitted to the instructor.

The mark of I is not appropriate when, in the instructor's judgment, it will be necessary for the student to attend subsequent sessions of the class. When further attendance is necessary, the student must register for the class for the term in which attendance is required. In the event of a second registration for the course, the mark of I for the original selection will convert to F or NC (which will later be computed as repeated coursework) and the student will be assessed tuition and applicable fees for the second registration.

Students have a maximum of two quarters beyond the quarter in which the course was offered to submit the required work. If instructors approve an Incomplete, they may set an earlier due date and may extend an early deadline at their discretion. In no case can the extension be more than two quarters after the term of the original course election. The responsibility for completing all coursework rests entirely with the student. The mark of I will be changed to a grade when the student completes the coursework as arranged with the instructor and the instructor submits the final grade on the Incomplete form. If the instructor has left the University, the chairperson of the program will receive and grade the work.

If the Incomplete is not made up in accordance with the above policy, the instructor will assign the final grade or the incomplete grade will be converted to a failing grade: F in a letter-graded course, 50 in a numerically graded course, or No Credit (NC) in a Credit/No Credit course. Failing grades may affect a student's grade-point average.

A degree or certificate cannot be awarded with an Incomplete on the transcript.

## Repeating Courses

Students may repeat a course in which they earned a B- or below. Both the original and repeat enrollments will be noted on the student's transcript; however, only the units and grade points earned for the higher passing grade are computed in the grade-point average. When both grades are equal or there is no basis to determine which is higher (as in the case, for example, of a NC and an F or a CR and an A), the last occurrence will apply to the grade-point calculation.

## Grade-Point Average

The grade-point average (GPA) is determined by dividing the total number of grade points earned by the total number of units completed in letter-graded (quality) courses. See the section on Repeating Courses in the following pages for information about how repeated courses alter the grade-point average calculation. In letter-graded or numerically graded courses, units with grades of W, I, and IP are not computed in the GPA.

In CR/NC-graded courses, the UW is equivalent to NC; it will appear on the transcript, but will not compute in the GPA. In letter-graded courses, the UW is equivalent to an F; it will compute in the GPA as a failed course (0 points).

In numerically graded courses, FW (Failure to Withdraw) has a numerical weight of 50.

## Grade Changes

### Purpose

This policy sets forth the conditions under which grades, once properly submitted to the Registrar's Office and recorded, may be changed. It further governs the procedures by which Petitions for Grade Changes are submitted and evaluated.

The purpose of the Grade Change Policy is to provide students with an opportunity to dispute a final grade perceived to be inaccurate or even unfair, while respecting the academic responsibility of faculty. It also provides faculty the opportunity to request corrections to grades that were submitted as a result of clear mistakes or errors in the grading process.

- The integrity of the grading process is paramount in maintaining the overall integrity and credibility of the University. The accurate recording of grades and the meticulous maintenance of academic transcripts is a core function of the University. Once recorded, grades on transcripts or other official records may not be changed absent significant procedural safeguards;
- Every student has a right to receive a grade based upon a fair and unprejudiced evaluation derived from a method that is neither arbitrary nor

capricious

- Faculty have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students and applied equally; and to be protected from undue influence or inappropriate pressure in the assignment of grades.
- Untruthful, distorted or malicious grievances against a member of the University faculty or staff are prohibited and constitute grounds for disciplinary action. Student grievances filed against faculty or staff must be supported by evidence. Allegations not supported by evidence will be considered a violation of the student code of conduct, as described in Article II: Student Responsibilities. The student filing the grievance may be subject to Article V: Sanctions.

### Scope

This policy governs any college or department policy, procedure, guideline, or process relating to this topic.

This policy applies to any program or course for which academic credit is awarded. It does not apply to continuing education programs, extended education programs, or other programs and training courses in which academic credit is not awarded.

This policy does not apply in those instances in which students have been assigned grades based on academic dishonesty or academic misconduct, which are addressed in the University's Academic Honesty Policy.

This policy does not allow challenges to an instructor's grading standard or methods provided they are found to be neither arbitrary nor prejudicial.

Complaints about unfair grades alleged to be motivated by discrimination or sexual harassment are to be addressed to the appropriate University office responsible for managing complaints related to such conduct.

## Definitions

### Arbitrariness

The grade awarded is not based on criteria related to course objectives, student learning outcomes, the grading rubric contained on the course syllabus, or other expected standards of judgment.

### Error

The instructor made a mistake in fact (clerical error) or calculation (mathematical error).

### Prejudice

The grade awarded is motivated by ill will, and is not



indicative of the student's actual demonstrated academic performance.

## Descriptions

### Grounds

- Only clerical or mathematical errors, arbitrariness, or prejudice will be considered as legitimate grounds to approve a Petition for Grade Change.
- While a student has a right to expect fairness in the grading process, it must be recognized that varied standards, individual approaches, and discretion in grading are valid. This policy does not provide recourse for the reassessment or reevaluation of final grades, individual assignments or projects absent specific findings of error, mistake or prejudice.
- All grade changes may be approved only upon the recommendation and approval of a designated committee of faculty following the procedure below. This ensures that no individual faculty member or administrator has the authority to approve a change to a recorded grade. This procedural step is necessary given the importance of maintaining the integrity of the grading process, the academic freedom of faculty, and the need to protect any individual faculty member or administrator from undue pressure or influence.

### Procedure

- Students or faculty may petition for a change of grade. Faculty who discover an error or mistake in their recorded grades may submit a Petition for Grade Change directly to the Dean of the College in which the course was offered. Students who feel that they have received an erroneous grade are encouraged to discuss the matter first with the faculty member to see if there is agreement on the existence of an error or mistake in the grading process. A student is not required, however, to communicate directly with the faculty member if concerns exist regarding the anonymity of the grading process or any possible conflict with the faculty member. If the student and the faculty member agree that a grade change is warranted based on error or mistake, the faculty member should submit a Petition for Grade Change. Should the faculty member for any reason fail to submit a Petition for Grade Change under this scenario within the deadline for such petitions, the deadline shall be extended for thirty days so the student may have adequate time to initiate and submit the petition.
- A student may submit a petition for grade change directly to the Dean of the College in which the course was offered. This may occur if the student chose not to consult with the faculty member or if the faculty member did not agree with the student claim of error, mistake or prejudice.
- All petitions for grade change must be submitted within 30 days after the grade was first recorded with the

Registrar's Office and made available to the student using SOAR (or other notification system). The petition must be submitted to the Dean of the College in which the course was offered. The Dean shall assign the petition to the Academic Standards Committee (ASC) within that college for resolution (if the Academic Standards Committee is unavailable, the Dean may assign the petition to a specially appointed faculty committee). The ASC shall review and decide the petition within 30 days of the original submission to the Dean's office. Although the ASC may confer with faculty or with the petitioner if needed, no hearings are required. The ASC shall report its decision in writing to the Dean who will notify the student and faculty member of the decision and will notify the Registrar's Office if a change has been approved. The Provost shall oversee this process if the Dean was the faculty member whose course was the subject of the petition.

- The decision of the Academic Standards Committee cannot be overturned by the Dean or Provost upon a clear showing of abuse of discretion in its decision-making.

### Satisfactory Academic Progress Standards

Satisfactory academic progress is defined as reasonable and timely advancement by students toward completion of their educational goal. All students who apply for federal, state and most institutional financial aid at National University must maintain satisfactory academic progress while receiving financial aid.

The Financial Aid Office at National University monitors academic progress each term or session, monitoring all units attempted and completed, including:

- Units that were transferred from another institution and accepted by National University;
- Units from National University that were attempted for which the student did not receive any aid; and
- Units earned prior to a student's change in program.

The University complies with federal regulations to monitor student aid recipients' academic progress toward a degree or certificate in the following ways:

### Qualitatively

Ensuring students' academic grades are consistent with requirements for receipt of a degree or certificate. Students must maintain a minimum, cumulative grade point average (GPA) of:

- 3.0 (B) if a graduate student;
- 3.0 (B) in all undergraduate and graduate courses during the period of linking if student is linking a BA or BS to an MA program; or

### Quantitatively

Ensuring students complete their program within a maximum time frame. Because students pursue a variety of educational

objectives, the number of units required for completion will vary from program to program. A standard academic year at JFK School of Psychology at National University is defined as three terms (either three quarters or three semesters) or four sessions. In order to be considered making quantitative satisfactory academic progress, however, all financial aid applicants and recipients must adhere to the following guidelines:

- **Unit Completion Rate/Pace Requirement:** Students must complete (receive credit for or earn units in) at least 67% of all cumulative units attempted. The following grades are not considered units successfully completed: I, W, UW, AU, NC, F, NR; and
- **Maximum Time Frame:** Students are limited to taking no more than 150% of the units, including transfer units, of the published length of their program.

### **Repeating Courses to Achieve a Passing Grade**

Repeated coursework may be included when determining enrollment status in a term if a student needs to meet an academic standard for a particular previously passed course, such as minimum grade.

## **SAP Evaluation Statuses**

### **Good Academic Standing**

Students must maintain a satisfactory minimum cumulative grade point average to be considered in good standing. The minimum for a graduate student is 3.0 (B).

Linked students must maintain a minimum 3.0 GPA in graduate courses.

### **Financial Aid Warning**

Any student who fails to meet the satisfactory progress standards for either GPA and/or units completed percentage will be notified and placed on a Financial Aid Warning for one term or session. Students are still eligible to receive federal aid while on a Financial Aid Warning.

### **Probation, Dismissal, and Reinstatement**

The following academic policies and procedures apply to all students.

When grades have been posted at the end of the Financial Aid Warning period (one term), any student still failing to meet either the qualitative or quantitative standards for maintaining Satisfactory Academic Progress will be disqualified from receiving further financial aid. In addition, students are granted only one warning period while enrolled. Once a student has used his/ her FA Warning Period and subsequently re-establishes eligibility, (s)he will automatically be disqualified if (s)he ever falls below the

required minimums again.

### **Academic Probation**

A student is automatically placed on academic probation upon failure to achieve and maintain a satisfactory grade-point average. The student will be so notified by the Registrar's Office. Satisfactory grade-point average is defined as a 3.0 (B) average for a graduate student. A linked student is placed on probation for failure to achieve and maintain a 3.0 GPA in all courses completed during the period of linking. A student on academic probation must have the academic counselor and dean's written approval for a course of study each quarter the student is on probation and for any change to the course of study. No student on academic probation may enroll in any course on a CR/NC basis without written approval of the dean of the college. Probationary status is removed when a probationary student achieves a satisfactory cumulative grade-point average. Students on academic probation cannot register without the help of an academic advisor.

### **Financial Aid Probation**

If the student is not making Satisfactory Academic Progress after the Warning Period their FA eligibility is terminated. A student may appeal to have their eligibility reinstated. The SAP Committee will review each appeal on a case-by-case basis within 30 days upon receipt of the appeal. If approved additional term(s) of probation may be offered. The student will continue to receive Financial Aid during the approved probationary period. Appeals may be accepted or denied at the discretion of the University Financial Aid Office. No federal funds will be released until all final grades for a term in question are posted. Either of the following must be included in the appeal.

### **Dismissal**

A student shall be subject to dismissal from the University if any of the following conditions exist:

- A student has been on academic probation for three consecutive academic quarters in which the student has been enrolled;
- A graduate student has received a grade of C+ or lower in any graduate course;
- A student violates ethical or other standards associated with the profession for which s/he is in training;
- A student has committed plagiarism (see the Student Conduct section for more information); or
- A student has engaged in conduct incompatible with the normal operation of the University (see the Student Discipline section for more information).

### **Extraordinary Circumstances**

Any student who feels that there were extraordinary circumstances that were beyond their control that contributed to their being placed on a Financial Aid Warning may file a written appeal with the Financial Aid Office requesting a

probationary period to continue FA eligibility, along with appropriate documentation of the extraordinary circumstances. Important Notice—The appeal cannot be based upon your need for assistance or your lack of knowledge that your assistance was in jeopardy.

- Extraordinary circumstances may include a student's illness or injury, death in the family, or other serious factors that are outside the student's control.
- In addition to documenting the extraordinary circumstances, the appeal must include what has changed in the student's situation that would allow the student to demonstrate that they are or will be making Satisfactory Academic Progress in the future.

### **Academic Plan**

A probationary period may require an approved Financial Aid Academic Plan that will ensure that the student is able to meet the institution's Satisfactory Academic Progress standards by a point in time. The FA Academic Plan can come from and be approved by a Program Chair or Academic Counselor. If the student does not follow the requirements of the FA Academic Plan or fails to meet the Satisfactory Academic Progress standards by the date specified on the Plan, then the student will lose financial aid eligibility and will not be eligible to appeal.

### **SAP Appeal Process**

#### **College Academic Standards Committees**

The dean of each college shall appoint an Academic Standards Committee (ASC) during each academic year. Each committee shall consist of at least three members, at least two of whom are members of the college's faculty. The dean shall not be a member of the committee.

The ASC has responsibility for review and approval of all modifications to the college's curriculum before being forwarded to the University for additional approval and implementation. Additionally, the ASC is the primary faculty body within each college that serves to review and consider academic issues and student academic performance issues (including grade appeals; see Grade Change or Academic Integrity sections). Student conduct is referred directly to the Associate Vice President of Student Experience (see Student Conduct section). Civil rights issues are referred directly to the Chief Financial Officer (see Civil Rights section).

#### **Academic Standards Committee Review**

The case of each student subject to dismissal, as set forth above, shall be reviewed by the ASC of the college in which the student is enrolled. The committee shall schedule a hearing at which the student's dismissal from the University will be considered. It is the responsibility of each student to ensure that the University and the student's college are

informed of a current mailing address for receipt of official notices.

### **Dismissal Hearing Process**

A hearing will be conducted in those instances when the ASC recommends dismissal. This hearing shall be conducted before a body composed of the ASC, all of whom shall have full voting rights. The dean may designate a replacement if a member of the committee has a potential for conflict of interest. The hearing is not a legal forum and representation of parties by legal counsel is not permitted. The parties may, however, be accompanied by another member of the university community, who will act as a personal advisor with whom they may consult. Each student scheduled for a hearing shall have the right to be notified of the hearing, to personally appear before the committee, to make statement and to present facts relevant to the determination to be made by the committee. At the conclusion of the hearing or within five days thereafter the committee shall notify the student of its decision which will be determined by majority vote.

With regard to the academic deficiencies set forth above, after the hearing the committee may refer the matter back to the dean, it may recommend placing or continuing the student on probation or leave of absence subject to conditions and for a length of time that it shall specify, or it may recommend the student's dismissal from the University. In reaching this determination, the committee shall consider academic performance, potential for academic success, and the extent to which extenuating circumstances interfered with academic performance.

### **Appeal**

A decision of the committee may be appealed by filing a written petition with the dean of the college within 10 days after the student is notified of the decision. In the petition, the student should state in full the facts and arguments in favor of the appeal. The dean will issue a written decision in the matter. The standard of review on appeal is whether, based on the facts presented to the committee at the time of the hearing, the decision was reasonable. The student may appeal the decision of the dean by filing a notice with the Provost within 10 days after the student is notified of the dean's decision. The Provost will review the college's academic standards committee's decision, the petition to the dean, and the dean's decision. Great deference will be given to the dean, and the decision will be modified only if it is found to be an abuse of discretion. The decision of the Provost is final.

### **Reinstatement**

A student dismissed for reasons set forth above may petition for reinstatement to the same degree program after one year. If dismissed, the student may apply for admission at any time to another degree program. The petition shall state in full the circumstances of the dismissal and the actions taken by the

student to correct the condition(s) that led to dismissal from the University.

### **Program Change**

Some students decide after matriculation that they are better suited for another program at the University. In such cases, students may apply to transfer programs. Students must submit a Plan Change e-form via academic advisor, which reflects the application requirements the transferring student must meet in order to be admitted into the new program. Students may email [registrar@nu.edu](mailto:registrar@nu.edu) for more information. The Plan Change e-form is only used between programs of the same academic level; students applying to a different academic level must go through the admissions process.

### **Leave of Absence**

Students are expected to maintain regular (continuous) enrollment in their program. Students who find it necessary not to enroll for one or more terms must complete and submit a Petition for Leave of Absence. Students are responsible for obtaining the necessary approval from their academic counselor for the leave of absence. This form is available in the Registrar's Office and in the. If a student completes a degree or certificate and enrolls in another degree or certificate, the leave of absence calculation starts over. The student will have up to four approved/unapproved leaves with the new program. Students simultaneously enrolled in a combination of degree/certificate programs have only four approved/unapproved leaves.

Non-attendance for one or more terms without an approved leave may impact the student's matriculation or residency status at the University. Students who are absent without an approved leave or who are absent for a term beyond the approved leave will be required to apply for readmission before enrolling in further coursework. Such students are subject to having those admissions requirements in place at the time of re-application and are not automatically awarded credit for prior coursework upon readmission.

Students who receive financial aid are strongly advised to contact the Financial Aid Office before requesting a leave of absence to discuss the impact of the leave on financial aid eligibility and loan repayment status. Generally, leaves of absence are treated as withdrawals for federal financial aid purposes and may cause federal loans to enter repayment status.

### **Other Leave of Absence Information**

The Registrar's Office will review a student's record for all absences to determine eligibility:

- If courses remain on the student's schedule for a term in which a leave of absence is requested, those courses are automatically withdrawn, and the accounting and Financial Aid Offices will be notified. The student remains responsible for the tuition.

- There is no retroactive leave of absence; students must submit petition in the quarter/semester either prior to or concurrent with the request.
- Leaves of absence may be granted for up to 180 days
- If a student "drops" all courses within the approved timeframe to receive even a partial credit, that course will not stay on the student's transcript; therefore, the student is required to request a leave of absence for that term.
- A leave of absence is not required for any term in which a student withdraws from all courses; a "withdrawal" from all courses is defined as dropping all classes without receiving any refund. Those courses will remain on the student's transcript with a grade of "W", which does not have a negative effect on the grade point average (GPA), and does not require a leave of absence.
- Audited courses do not appear on official transcripts and cannot be used as proof of registration for the term.

## **Recognition of Academic Honors**

### **Graduate Students**

Graduate students do not receive honors based on grade-point average; however, each college selects an outstanding student to honor at commencement (see below). NU assigns distinction

### **Graduation Requirements**

All degree and certificate candidates are required to file a Graduation Application or Application for Certificate. Petitions must be filed by the date specified in the following pages. All financial obligations to the University must be paid in full. In addition, students must complete all programmatic requirements as indicated in the University's catalog.

<b>AWARD</b>	<b>UNITS</b>	<b>RESIDENCY</b>	<b>SCHOLARSHIP</b>
Master's Degree	Varies by Program	At least 70 percent of the work required for a master's degree must be completed in residence at the University. Some programs may require a residency greater than 70 percent. Refer to the program specific sections of the catalog for the number of units required in residence at the university. Transfer credit is not permitted into the Linked MA Sport Psychology/ PsyD programs.	A minimum grade of B- is required for each course applied to a master's degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared master's degree.
Doctor of Psychology (PsyD)	A minimum of 180 acceptable quarter units must be completed.	Once admitted to a doctoral program, all requirements must be completed in residence. Refer to the program-specific sections of the catalog for the number of prior units that might be considered for transfer. Transfer credit is not permitted into the Linked MA Sport Psychology/PsyD programs.	A minimum grade of B- is required for each course applied to the doctoral degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared doctoral degree.
Certificates	Varies by program.	Students enrolled in a graduate certificate program must complete all courses in residence.	A minimum grade of B- is required for each course applied to a graduate certificate. An overall grade- point average of at least 3.0 must be achieved in all work completed for a graduate-level certificate.

## Diploma Application and Degree Conferral

### Graduation and Commencement

A student is graduated on the next available date from when all degree or certificate requirements have been completed. Note the petition itself is one of the graduation requirements. Degrees, certificates and specializations are never backdated.

### Application for Graduation

Degrees and certificates are not awarded automatically upon completion of academic requirements. To be considered as a candidate for a degree or certificate, students must apply for graduation via their student portal. Petitions must be on file before a degree or certificate will be awarded and should be filed in the term prior to the expected graduation term.

### Review of Student Records

Upon receipt of the application for graduation and following the grading period for the term specified, the Registrar's Office will review the student's records. The student and academic counselor or advisor should plan for any remaining requirements to be completed for the degree or certificate.

### Awarding of the Degree or Certificate

At the end of the term of anticipated completion, as stated in the application for graduation, the student's record will be reviewed to verify completion of all requirements. If all requirements have been completed, the awarding of the degree or certificate will be posted on the transcript and their Academic Status will be updated to "graduated." Degrees or certificates will be dated as of the Monday after the last day of the quarter/cohort/semester in which all requirements have been met. Students who have not fulfilled all requirements should discuss completion with their advisor, and notify the Registrar's Office of the updated anticipated term of completion. The file will be reviewed again for degree or certificate completion in the updated term. Students who do not notify the Registrar's Office of degree or certificate completion may miss participating in the commencement ceremony. Degrees or certificates are never automatically entered onto the transcript without review. Degrees or certificates are not awarded if a student is on academic probation, or if there are marks of I (Incomplete), NR (Not Reported), or IP (In Progress) on the transcript.

### Diplomas or Certificates

Diplomas or certificates are printed and mailed after all requirements have been completed, the degree or certificate

has been posted on the transcript, and all financial obligations to the University have been fulfilled. Diplomas and certificates are printed using the student's legal name on record. Students wishing a different name on their diploma or certificate must file an official name change with the Registrar's Office accompanied by the appropriate documentation prior to the issuance of the diploma or certificate.

### **Commencement Ceremony**

The ceremonial recognition of graduation is a very special occasion at the University. Graduating students and prospective graduates who meet the requirements are encouraged to participate in the event.

# JFK SCHOOL OF PSYCHOLOGY

## MASTER OF ARTS IN CONSCIOUSNESS AND TRANSFORMATIVE STUDIES

*Program Lead: Karen Jaenke; [kjaenke@nu.edu](mailto:kjaenke@nu.edu)*

The Master of Arts (MA) in Consciousness & Transformative Studies offers an innovative and practical approach to the exploration of consciousness and the catalyzing of personal and societal transformation. This fully online interdisciplinary curriculum in applied consciousness studies aims to actualize human potential in service of the greater global good. Students learn knowledge and skills that empower them to become responsible leaders in their own lives and creative agents of organizational, sociocultural, and ecological change. The integrative 58-unit curriculum cultivates personal capacities such as wisdom, courage, compassion, joy, and vitality, while enriching the sense of meaning, passion, and purpose. Toward this transformative goal, students engage in an intensive psycho-spiritual exploration of their lives and selectively share their experiences with classmates.

The program is offered in the online modality. Coursework is completed online asynchronously, supplemented by synchronous live class sessions conducted through audio-visual conferencing. In order to receive the full benefits of interactive learning, students are expected to attend most live sessions, and are offered makeup assignments when attendance is not possible. In order to facilitate a respectful virtual learning environment, students are expected to engage in appropriate and professional communication with others, and to follow program guidelines for participation.

The holistic curriculum integrates the wisdom and practices of six major fields of study: psychology, philosophy, religion/spirituality, the new sciences, culture, and professional development. These diverse fields provide cross-fertilizing perspectives, combining contemporary scientific research with insights and methods from ancient wisdom traditions.

Each of the six fields addresses one or more of the experiential, behavioral, cultural, and systemic dimensions of human existence:

- **Psychology:** Courses in transpersonal, somatic, archetypal, developmental and integral psychology—as well as Diamond Heart, and the enneagram—offer experiential, behavioral, and social perspectives on the development of mind, emotion, body, soul, and spirit.
- **Philosophy:** Courses on paradigms of consciousness, philosophy of mind, and neuroscience provide broad intellectual frameworks for conceptualizing and understanding the nature of consciousness and transformation.
- **Religion/Spirituality:** Courses on the world's religions, Shamanic traditions, mystical teachings, spiritual practices,

myths, archetypes, rituals, and the perennial wisdom offer pathways and practices for alchemizing mind, body, soul, heart, and spirit.

- **The New Sciences:** Courses in neuroscience and mindfulness, quantum physics and evolutionary cosmology, living systems theory, and ecological principles highlight the emerging scientific paradigm and address cosmic, evolutionary, and planetary perspectives on consciousness and transformation.
- **Culture:** Courses on multicultural diversity, cultural evolution, ancestral heritage, myth, ritual, and archetype contribute to fostering cultural and global awareness, citizenship, and engagement. Courses on creativity, myth, metaphor, symbol, dreams, and indigenous knowledge foster personal growth and creativity.
- **Professional Development:** A required professional development track of 9 units supports students in translating this multidisciplinary degree into right livelihood. These courses assist students first to identify their life purpose and secondly, to develop professional skills in the areas commonly pursued by our graduates: teaching, coaching, workshop facilitation, small group facilitation, organizational consulting, transformational leadership, writing and publishing, and entrepreneurship.

### Admission Requirements

In addition to a completed application, an applicant must submit:

- One set of official transcripts of the conferred BA or BS degree and of any post-bachelor credits or degrees.
- A personal statement of 6 to 8 double-spaced, typewritten pages describing any personal or professional growth, work or life events that have informed and shaped the applicant's consciousness across the life span, including formative childhood experiences. In addition, the essay may comment on influential prior reading in the field of consciousness studies, and future professional and personal goals.
- Letters of recommendation are welcomed, but not required. Letters should be from professional associates, teachers, supervisors, friends, or others who can comment on emotional, spiritual, intellectual and practical development, personal character, and capacity for graduate study in the degree area.
- Admissions interview with faculty - interviews with one or two faculty members are required. Upon receipt of a completed application, an admissions interview with the program chair will be scheduled. The interview can be conducted in person, by phone or via online video conferencing. A second interview may be requested.

### Professional Mentor

Given that the curriculum engages students in deep processes of inquiry and transformation, the program recommends that all students obtain a Professional Mentor in their own locale to accompany them throughout the program, and to lend extra

support through challenging periods. The Mentor could be a therapist, counselor, spiritual director, spiritual teacher, dream worker, coach, clergy, or another professional skilled in the art of facilitating conscious transformation and development. In instances when a student is undergoing intense upheaval, obtaining a professional mentor may be required by the faculty in order to continue in the program.

### Degree Requirements

(58 – 63 quarter units)

To receive the JFK School of Professional Studies Master of Arts in Consciousness & Transformative Studies students must complete 58-63 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

### Core Requirements

(14 courses; 33 quarter units)

CNS 5010	Paradigms of Consciousness (3 quarter units)
CNS 5012	Emotional Intelligence (3 quarter units)
CNS 5013	Social Intelligence (3 quarter units)
CNS 5015	Body Consciousness/Body Wisdom (2 quarter units)
CNS 5017	Human Dev & Consciousness (2 quarter units)
CNS 5020	Archetypal Mythology (3 quarter units)
CNS 5023	Shamanic Traditions (2 quarter units)
CNS 5025	Cosmology & Consciousness (3 quarter units)
CNS 5030	Consciousness of Sleep & Dream (2 quarter units)
CNS 5048	Spiral Dynamics & Social Change (1 quarter unit)
CNS 5120	Diversity, Community, Leadership (3 quarter units)
CNS 5125	Transpersonal Psychology (3 quarter units)
CNS 5275	Living Sys & Creative Potential (2 quarter units)
CNS 5613	Consciousness Studies Integ (1 quarter unit)

### Spirituality Requirement

(4 quarter units)

CNS 5347	Spirituality, Symbols & Dreams (2 quarter units)
CNS 5335	Diamond Approach (2 quarter units)
CNS 5348	Psycho-Spiritual Development (1 quarter unit)
CNS 5832	Earth Body Spirit (2 quarter units)
CNS 5047	Inner Guidance (1 quarter unit)
CNS 5286	World Spirituality (2 quarter units)

### Professional Development Requirement

(9 quarter units)

CNS 5455	Prof. Identity & Life Purpose (3 quarter units)
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**AND** choose 6 quarter units from the following:

CNS 5405	Transformational Leadership (2 quarter units)
CNS 5410	Teaching Practicum A (2 quarter units)
CNS 5411	Teaching Practicum B (2 quarter units)
CNS 5414	Group Facilitation (2 quarter units)
CNS 5453	Foundations of Coaching (2 quarter units)
CNS 5465	Starting Your Own Business (2 quarter units)
CNS 5616	Self-Marketing: Pub. & Trad. (1 quarter unit)
CNS 5617	Self-Marketing: Social Media (1 quarter unit)
CNS 5670	Advanced Writing & Publishing (2 quarter units)

### Research

(4 courses; 5 quarter units)

CNS 5126	Quantitative Research A (1 quarter unit)
CNS 5127	Quantitative Research B (2 quarter units)
CNS 5610	MA Integrative Project A (1 quarter unit)
CNS 5611	MA Integrative Project B (1 quarter unit)

### Graduate Electives

(7 quarter units)

The student must complete 7 quarter units of coursework from the approved course lists within the specializations.

### Specialization in Coaching

Coaching is a dynamic, effective and evidence-based method for empowering individuals to realize their personal and professional potential. In both Life Coaching and Executive Coaching, the partnership between client and coach catalyzes a thoughtful, interactive and creative process that facilitates movement towards the client's goals. In this specialization, students learn how to pair the skill of coaching with expertise in the consciousness field, thereby enhancing their marketable professional knowledge and skills. The specialization is oriented toward mastery of the core coaching competencies as identified by the International Coaching Federation: setting the foundation, co-creating the relationship, communicating effectively, and facilitating learning and results.



### **Specialization Requirements**

(4 courses; 5 quarter units)

CNS 5428	Fundamentals of Coaching (2 quarter units)
CNS 5430	Coaching Practicum A (1 quarter unit)
CNS 5432	Coaching Practicum B (1 quarter unit)
CNS 5452	Change Theory for Coaches (1 quarter unit)

### **Specialization Electives**

(7 quarter units)

CNS 5018	Enneagram Assessment (2 quarter units)
CNS 5043	Psychology of Happiness (1 quarter unit)
CNS 5046	Creativity & Transf: Self-Expl (2 quarter units)
CNS 5230	Metaphors & Symbols Transform (2 quarter units)
HHE 5615	Practicum in Health & Healing (1 quarter unit)

### **Specialization in Consciousness and Healing**

The relationship between the consciousness and physical, mental, emotional and spiritual healing has been well documented in recent years. Many studies show a direct relationship between objective brain/body functioning and subjective states of mind and consciousness. The courses in this specialization allow students to explore the fascinating implications of the mind/body/spirit equation in terms of physical health, psychological well-being and personal longevity.

### **Specialization Electives**

(7 quarter units)

CNS 5041	Ancestral Consciousness (2 quarter units)
CNS 5042	Writing Your Story (1 quarter unit)
CNS 5037	Neuroscience & Mindfulness (2 quarter units)
CNS 5043	Psychology of Happiness (1 quarter unit)
CNS 5230	Metaphors & Symbols Transform (2 quarter units)

### **Specialization in Dream Studies**

The Dream Studies specialization offers an interdisciplinary exploration of dreams from scientific, psychological, spiritual, indigenous, and contemporary perspectives. It is one of the few accredited interdisciplinary dream studies curricula in existence, offering courses taught by experts, authors and researchers who have dedicated their lives to exploring this important state of consciousness. Graduates use their specialized dream studies knowledge in a variety of careers, including teaching, personal coaching, research, writing, art and other creative endeavors.

### **Specialization Electives**

(4 courses; 8 quarter units)

CNS 5046	Creativity & Transf: Self-Expl (2 quarter units)
CNS 5212	Psychology of Dreams (2 quarter units)
CNS 5280	Dreams, Archetypes & Mythology (2 quarter units)
CNS 5027	Non-Ordinary States of Consc (2 quarter units)

### **Specialization in Philosophy and Religion**

Since Heraclitus, philosophers have questioned the nature of being and consciousness. In this increasingly fragmented and polarized, global society, the world's philosophic and spiritual perspectives play a crucial role in big-picture thinking and values exploration. This specialization allows students to focus on fundamental philosophical questions, perennial wisdom, nature-based spirituality and to broaden perceptions awareness of self and the global community.

### **Specialization Requirements**

(1 courses; 2 quarter units)

CNS 5349	Integral Life Practice (2 quarter units)
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### **Specialization Electives**

(6 quarter units)

CNS 5027	Non-Ordinary Sates of Consc (2 quarter units)
CNS 5035	Philosophy of Mind (2 quarter units)
CNS 5037	Neuroscience & Mindfulness (2 quarter units)
CNS 5230	Metaphors & Symbols Transform (2 quarter units)
CNS 5014	Spiritual Intelligence (1 quarter unit)
CNS 5620	Issues Consciousness Studies (varies)

### **Specialization in Transformational Leadership**

Consciousness principles and transformative practices inform healthy leadership. Similarly, the continuous development and integration of one's own consciousness toward higher potential naturally leads to the emergence of leadership capacities. The Transformational Leadership specialization focuses on the cultivation of professional skills and personal capacities, including understanding multiple perspectives; emotional and social intelligence; communication and collaboration; multi-cultural competence; systems thinking; shadow dynamics; ethical, socially and environmentally responsible decision-making and accountability; creativity, innovation, visionary perspectives and leadership for results. These skills are widely applicable to any field and form the essence of

leadership.

### **Specialization Requirements**

(1 courses; 1 quarter unit)

CNS 5620 Issues in Consciousness Studies (1 quarter unit)

### **Specialization Electives**

(6 quarter units)

MAL 530\* Adaptive Leadership (3 quarter units)

MAL 532\* Thought Leadership and Creativity (3 quarter units)

MAL 535\* Leading Change in Diverse Cultures (3 quarter units)

MAL 538\* Social and Environmental Change (3 quarter units)

\* Elective courses beginning with MAL are taken at City University of Seattle. To register for these classes, contact the Registrar for the National University System Cross-Enrollment form. Specialization coursework is completed through City University and accepted in transfer.

### **MASTER OF ARTS COUNSELING PSYCHOLOGY (CALIFORNIA)**

*Program Lead: Ron Perry; [rperry@nu.edu](mailto:rperry@nu.edu)*

*Program Lead: Jacob Kaminker; [jkaminker@nu.edu](mailto:jkaminker@nu.edu)*

The MA in Counseling Psychology curriculum provides in-depth knowledge of theoretical orientations and applications in the field of Marriage of Family Therapy. The program is designed to teach and train future counselors through the combination of didactic and experiential classroom learning modalities along with supervised intensive practicum. Essential themes are interwoven throughout the sequential coursework including wellness, resiliency, and recovery; cultural diversity; systemic thinking; collaborative treatment; community mental health practice; and the impact of continued social stressors. Holistic approaches to the program's core competencies are integrated throughout the program curriculum. These competencies include focus on: culturally sensitive services; theoretical knowledge and application; diagnosis and assessment; clinical skill development; law and ethics; treatment approaches and modalities; and evaluation of treatment.

The program is committed to promoting the development of the Self of the Therapist by increasing the student's self-knowledge through an ongoing examination of the student's own values, beliefs, cultural background and contexts, abilities and growth areas. The guiding philosophy of the program believes that achieving proficiency in these areas prepares future clinicians to provide effective and culturally-sensitive services. Students are prepared for a wide range of

clinical situations, from those most brief to those most severe, co-occurring and persistent. The curriculum considers contemporary issues in the field and practice of essential skills for effective clinical work.

The faculty are respected practitioner-scholars and bring the most current knowledge and practical experience into the classroom. Part- Time students have the option of delaying the start of their practicum if needed by taking many of their courses prior to starting their Field Practicum experience.

### **Application Requirements**

In addition to the University requirements listed previously in this catalog, applicants to the MA in Counseling Psychology program must submit the following:

- Official transcripts from the bachelor conferring institution and any post-master bachelor credits (including other master's degrees). A 3.0 or higher GPA is required for admission. However, a lower GPA will not be excluded from consideration for admission at the professional discretion of the faculty;
- A bachelor's degree from a regionally accredited institution; (International applicants to the program must have the equivalent of a U.S. bachelor's degree);
- A personal statement, four to six double-spaced, type-written pages, plus a title page. The statement should reflect the applicant's interest in the field and rationale for applying to this program; and
- Two or three signed letters of recommendation which attest to the applicant's suitability for the program, preferably from former or current professors.

### **Scope of Practice – Licensed Marriage and Family Therapist**

The Scope of Practice of a Marriage and Family Therapist is defined by Section 4980.02 of the Business and Professions Code. This provision allows practitioners to perform services " ...with individuals, couples, or groups wherein interpersonal relationships are examined for the purpose of achieving more adequate, satisfying, and productive marriage and family adjustments. This practice includes relationship and pre-marriage counseling." "The application of marriage and family principles and methods includes, but is not limited to, the use of applied psychotherapeutic techniques, to enable individuals to mature and grow within marriage and the family."

### **Scope of Practice – Licensed Professional Clinical Counselor**

The Scope of Practice of a LPCC is defined by Section 4999.20 of the Business and Professions Code. "Professional Clinical Counseling means the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis

intervention, and psychosocial and environmental problems..." "Professional Clinical Counseling is focused exclusively on the application of counseling interventions and psychotherapeutic techniques for the purpose of improving mental health and is not intended to capture other, nonclinical forms of counseling for the purposes of licensure. For the purposes of this paragraph, 'nonclinical' means non-mental health."

The LPCC license permits assessments for the purpose of establishing counseling goals and objectives to empower individuals to deal adequately with life situations, reduce stress, experience growth, change behavior, and make well-informed rational decisions. Professional clinical counseling does not include the assessment or treatment of couples or families unless the professional clinical counselor has completed additional training and education, as required under Business and Professions Code Section 4999.20(a)(3)(A).

### Supervised Practicum Opportunities

Supervised practicum (field placement), provides students the opportunity to apply academic learning to clinical practice. Practicum cannot be completed in less than four consecutive quarters. The Counseling Psychology program has numerous approved field placement sites. Students are clinical trainees while in practicum, and depending on placement sites, may work with individuals (adults and children), couples, families, seniors and groups.

All students are required to complete CPY 5002, CPY 5003, CPY 5004, CPY 5005, CPY 5006, CPY 5007, CPY 5008, CPY 5009, CPY 5010, and CPY 5013 prior to starting field placement. Additionally, students are required to purchase malpractice insurance and be fingerprinted prior to beginning practicum. Those with concerns about fingerprinting are encouraged to speak with the Program Chair and also to contact the California Board of Behavioral Sciences to address concerns in regard to licensure. Students must acquire a minimum of 280 face-to-face client hours. The practicum experience occurs over four quarters. Students who are not able to satisfy the required hours during their four quarters of practicum, will need to enroll in supplemental Practicum for one or more additional quarters of fieldwork. For more information on practicum, please refer to the Practicum Student Handbook.

Alumni of the JFK MA in Counseling Psychology program enjoy a high pass rate on the state's MFT examinations. Our graduates are considered some of the best, most comprehensively trained providers of counseling psychology and psycho-therapeutic counseling services in the greater Bay Area, and are highly sought after by agencies and other employers upon graduation and licensure.

## Program Disclosure Information

### Current and Future Students

The Master of Arts in Counseling Psychology program is currently **only** in alignment with the educational requirements put forth by the **California Board of Behavioral Sciences**. A **determination has not** been made as to whether the Master of Counseling in Psychology program meets the educational requirements for licensure to practice in any other state. This program requires a clinical training practicum which **must be completed within California**, and practicum sites must meet specific requirements from the BBS and be pre-approved by the university.

However, in order to become a Licensed California Marriage and Family Therapist (MFT) or Professional Clinical Counselor (PCC), students may have to have the necessary supervised experience and pass the appropriate examination.

Prospective and current students should keep in mind that relocating to another state **during or after** the program could impact their ability to meet the licensure requirements of the relocating state. Students who reside outside of California must get special approval first, approval is not guaranteed.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Knowing the self. Students can articulate and evaluate the role of the self in marriage and family therapy and in professional clinical counseling whilst demonstrating awareness and subsequent action of how the self may impact the client-counselor relationship;
- Understanding the client. Students can assess and diagnose client problems according to stated theoretical principles of conceptualization and demonstrate an ability to evaluate and adjust for client's culture and social identities/physical abilities;
- Connecting with the client. Students can establish, maintain, and evaluate the therapeutic relationship to serve the mental health needs of diverse clients;
- Providing psychotherapy and counseling within legal and ethical mandates. Students can identify and explain the presence of ethical issues in their clinical work and can take appropriate steps to resolve these issues by applying state, federal, and local laws that govern the provision of psychotherapy and counseling and/or by consulting their supervisor.
- Providing culturally sensitive services. Students can recognize their own potential biases and deliver culturally sensitive assessment, advocacy, education, and treatment; and
- Evaluating outcomes of clinical work. Students will be able to describe and explain how they use supervision to evaluate their clinical work, and demonstrate an

ability to integrate supervisor feedback into their treatment planning.

### **Degree Requirements**

To receive the JFK School of Psychology's Master of Arts in Counseling Psychology, students must complete 90-92 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students should refer to the section on graduate admission for specific information regarding additional application and evaluation requirements.

### **Program Requirements**

(90 – 92 quarter units)

### **Pre-Practicum Courses**

(13 courses; 36 quarter units)

CPY 5001	Holistic Approach to Counseling (3 quarter units)
CPY 5002	Group Process A (3 quarter units)
CPY 5003	Group Process B (2 quarter units)
CPY 5004	Ethics and the Law (3 quarter units)
CPY 5005	Therapeutic Skills A (3 quarter units)
CPY 5006	Therapeutic Skills B (3 quarter units)
CPY 5007	Therapeutic Skills C (3 quarter units)
CPY 5008	Counseling Theory and Prac A (3 quarter units)
CPY 5009	Counseling Theory and Prac B (3 quarter units)
CPY 5010	Cultural & Soc Justice Issues
CPY 5011	Child, Adolescent, Fam Therapy (3 quarter units)
CPY 5012	Diagnosis and Assessment (3 quarter units)
CPY5013	Pre Pract/Child Abuse Assess (1 quarter unit)

### **Co-Practicum Courses**

(6 courses; 16 quarter units)

CPY 5204	The Family Life Cycle (3 quarter units)
CPY 5211	Crisis and Trauma (3 quarter units)
CPY 5212	Addiction Studies (3 quarter units)
CPY 5213	Family Violence and Elder Care (2 quarter units)
CPY 5214	Sexuality Studies (2 quarter units)
CPY 5219	Psychological Testing (3 quarter units)

### **Practicum Courses**

(5 courses; 10 quarter units)

CPY 5401	Practicum A/ Case Seminar (3 quarter units)
CPY 5402	Practicum B/ Case Seminar (2 quarter units)

CPY 5403	Practicum C/ Case Seminar (2 quarter units)
CPY 5404	Practicum D / Case Seminar (2 quarter units)
CPY 5405	Supplemental Practicum (1 quarter unit)

### **Post Practicum Courses**

(5 courses; 17 quarter units)

CPY 5301	Psychopharmacology (4.5 quarter units)
CPY 5302	Research Methods (4.5 quarter units)
CPY 5303	Community Mental Health (3 quarter units)
CPY 5304	Theories of Career Development (4.5 quarter units)
CPY 5220	Specialization Seminars (4.5 quarter units)
<b>and</b>	
CPY 5305	Culminating Exam (0.5 quarter unit)

### **Graduate Electives**

(4 courses; 11 quarter units)

CPY 5201	Adv. Diagnosis & Assessment (3 quarter units)
CPY 5207	Adv Child, Adolescent Fam Ther (3 quarter units)
CPY 5210	Brief Therapy (2 quarter units)
CPY 5217	Advanced Couple Therapy (3 quarter units)

### **JFK Master of Arts in Counseling Psychology**

#### **Specialization Requirements**

In lieu of general electives, students can choose an Area of Specialization. In order to graduate with a specialization, students must complete all courses specified in the desired specialization, in addition to all pre-practicum, co-practicum, practicum, and post practicum courses.

#### **Specialization in Depth and Transpersonal Psychology**

The specialization in Depth and Transpersonal Psychotherapy prepares students for careers as psychotherapists with a special emphasis on depth, Jungian, and psychodynamic approaches to psychotherapy as well as the interface between Western psychological perspectives with the world's spiritual and religious wisdom traditions. This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop awareness of their own process while developing counseling, interpersonal, and communication skills.

Students also explore the therapeutic relationship, psychodynamic theory and practice, attachment theory, transpersonal counseling, Jungian psychology, and

existential-humanistic psychology. Transpersonal psychology addresses many of the same client issues and utilizes many of the same methods as more traditionally oriented therapies. However, transpersonal psychology also emphasizes the quality of presence and authenticity of the therapist, an openness to expanded states of consciousness, and a trust in the client's innate health and inner guiding wisdom. Transpersonal therapists may also utilize meditation, breath awareness, or imagery methods. The coursework in Jungian and depth psychology deepens students' knowledge of the role of dreams, imagination, archetypes, myth, and ritual in fostering psychological and spiritual well-being. The coursework builds skills in conceptualization of psychological complexes and psychotherapeutic treatment in the context of the clinical relationship, psychodynamics, and dream interpretation.

### Specialization Requirements

(5 courses; 13 quarter units)

CPY 5202	Holistic Approaches to Diagnos (3 quarter units)
CPY 5206	Jungian Psychology (3 quarter units)
CPY 5209	Fundamentals of Transpersonal Counseling (2 quarter units)
CPY 5215	Advanced Studies in Depth Psy (3 quarter units)
CPY 5218	Holistic/Somatic Approaches to Trauma (2 quarter units)

### Specialization in Holistic Counseling

This specialization prepares students for careers as psychotherapists with a special emphasis on a broad base of Holistic skills (Depth, Transpersonal, Somatic and Arts-based). This degree specialization offers a strong foundation in basic counseling theory and practice. The program combines theoretical and experiential learning modalities and emphasizes personal growth and development. Students engage in self-reflection throughout the program. Core coursework allows students the opportunity to develop an awareness of their own process while developing counseling, interpersonal, and communication skills. Students also explore the integration of body, mind, emotions, and spirit in their work through content in body-oriented psychotherapies, transpersonal counseling, Jungian psychology, expressive arts psychologies and humanistic psychology.

**Additional Guidelines for Holistic Specializations:** In keeping with the program's recognition that daily spiritual/somatic/arts practice is fundamental to growth in consciousness, students in the specializations are encouraged to practice a discipline. Sitting meditation, somatic disciplines such as tai chi, yoga, aikido, or movement, arts-based practices or the practice of other comparable disciplines are all acceptable possibilities. Students

determine which discipline best serves their needs and are expected to articulate how the discipline has contributed to their individual growth.

### Specialization Requirements

(5 courses; 13 quarter units)

CPY 5202	Holistic Approaches to Diagnos (3 quarter units)
CPY 5206	Jungian Psychology (3 quarter units)
CPY 5208	Body Oriented Psychotherapy (2 quarter units)
CPY 5216	Dance and Movement Therapy (3 quarter units)
CPY 5218	Holistic/Somatic Approaches to Trauma (2 quarter units)

### Specialization in Somatic Psychology

The somatic perspective includes the wisdom and methods of psychoanalytic, experiential, and humanistic orientations and expands them to create a more integrated holistic perspective that includes the body-mind-spirit connection. This perspective emphasizes the counselor's presence, authenticity, and embodiment as central to the therapeutic process.

Somatic psychology addresses many of the same client issues and uses many of the same methods as more traditionally oriented therapies. However, somatic psychology also emphasizes the capacity of the therapist to listen to somatic experience and attend to inklings in oneself that emerge from a deep place within -- what Rumi has called "the voice that does not use words." It acknowledges that there is a natural order and harmony that is present and can be discovered, so long as we learn to listen to the native wisdom that resides within our bodies, hearts, and minds. Somatic psychology emphasizes the quality of presence and authenticity of the therapist and their capacity for deep somatic empathy and resonance. It trusts in the client's innate health and bodily wisdom as gateways to healing. The following are required courses for the Somatic Psychology specialization:

### Specialization Requirements

(5 courses; 13 quarter units)

CPY 5203	Somatic Approaches to Diagnos (3 quarter units)
CPY 5205	Principles of Somatic Psych (3 quarter units)
CPY 5208	Body Oriented Psychotherapy (2 quarter units)
CPY 5216	Dance and Movement Therapy (3 quarter units)
CPY 5218	Holistic/Somatic Approaches to Trauma (2 quarter units)

## **MASTER OF ARTS IN SPORT PSYCHOLOGY**

*Program Lead: Victoria Tomlinson; vwengrzynek@nu.edu*

The Master of Arts (MA) Sport Psychology Program curriculum is designed to expose students to an integrated model of sport psychology education that includes as core elements. The program consists of 77 units, which students can complete within 2 to 2.75 years of full-time study (depending on the quarter in which they matriculate). Emphasis is placed on training students to apply mental training techniques in diverse settings through the many internship opportunities. The sport psychology coursework covers research, theory, and the application of evidence-based psychological principles and constructs to enhance performance. The counseling skills courses include theoretical and experiential learning in fundamental counseling skills and psychopathology. The program is offered on-site (for core courses) at the University's Pleasant Hill campus, online, and in a hybrid format, through which students can take a combination of on-site and online courses. A successful MA Sport Psychology graduate will be eligible to apply and then take the exam to become a Certified Mental Performance Consultant (CMPC) through the Association for Applied Sport Psychology (AASP).

### **Admission Requirements**

In addition to the University requirements listed previously in this catalog, applicants to the Sport Psychology Program must submit the following:

- Official transcripts from bachelor's conferring institution and any post-bachelor credits (including other master's degrees). Usually, a 3.0 GPA is required for admission;
- A bachelor's degree from a regionally accredited institution (international applicants to the program must have the equivalent of a U.S. bachelor's degree);
- A personal statement, no longer than two double-spaced, typewritten pages. The statement should reflect the applicant's interest in the field of sport psychology and rationale for applying to this program;
- Two letters of recommendation (preferably from academic sources) which attest to the applicant's suitability for the program are required.

### **Internship Overview**

The internships in the Sport Psychology Program are key components of the educational process. These applied experiences allow students to gain a hands-on education and experience in a role similar to that of being a professional in the field. All students graduating in the Master of Arts in Sport Psychology Program are required to successfully complete 4 internships. Students are encouraged to work with diverse populations. The fieldwork experience is at the heart of the program, and students should approach this aspect of the program with a willingness to structure their experience in a manner that will optimize the educational value. Students

work with the Fieldwork Team to develop and secure internships with approval.

The internships will help students:

- Learn how to teach performance enhancement techniques in an applied settings;
- Increase awareness of the interpersonal relationships between themselves and their clients;
- Learn to be aware of their personal style and approach through the application of counseling skills;
- Learn to integrate theories, assessment, research, and techniques of sport psychology within diverse settings;
- Learn how to conduct oneself professionally in the areas of accountability, flexibility, ethical behavior, and responsibility;
- Become skilled in educating potential sites on the benefits of sport psychology skills, marketing sport psychology services, and securing internship sites;
- Learn to integrate multicultural competency into their applied work with clients;
- Network with others in the field as well as with potential employers; and
- Use sport psychology techniques with clients as both life skills and mental training skills for sport.

### **Applied Project**

All students are required to complete the applied project, which will guide their end-of-program project. This two-quarter sequence includes a literature review and culminates in a project related to the student's professional goals.

### **Master Arts in Sport Psychology/PsyD Transition**

Students who are currently enrolled in the Master of Arts in Sport Psychology and have at least a GPA of 3.0 and have completed the first 4 terms of graduate coursework may register for the Doctor of Psychology Transition plan. Students must petition for their MA degree to be awarded when they have satisfactorily completed all the MA coursework, satisfied the fieldwork requirements for Sport Psychology and are in good standing and have passes all exams and their exit meeting in the Sport Psychology Program.

## **Program Disclosure Information**

### **MA Sports Psychology/Psy.D. Doctoral Program Transition Program**

#### **Current/Transferring Student**

Thank you for continuing in the JFK School of Psychology at National University Dual Degree MA Sports Psychology/Psy.D. Doctoral Program. With regards to your Psy.D. doctoral component of your program please see the following disclosure.

The JFK School of Psychology at National University,

Doctoral Program in Clinical Psychology (Psy.D.) **meets** the educational degree completion requirements for licensure in the state of **California** as a Licensed Psychologist.

The program is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the accredited status of the program should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
 American Psychological Association  
 750 1st Street, NE,  
 Washington, DC 20002  
 Phone: (202) 336-5979/Email: [apaccred@apa.org](mailto:apaccred@apa.org)  
 Web: <https://www.apa.org/ed/accreditation>

The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association.

Requirements for professional licensure and certification can vary markedly by state. At this time, the JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) cannot confirm whether its Doctoral Program in Clinical Psychology (Psy.D.) degree meets all the educational, licensure, and certification requirements in **all** states. Further, these requirements can change frequently and often without notice.

As an APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

Several states have unique licensing requirements, and thus this information is subject to change without notice. We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for licensure in the state in which you seek to be licensed. For licensing board contact information and approval status, please see [asppb.net](http://asppb.net).

It is strongly encouraged that students, applicants, and prospective students determine any *additional (i.e. non-educational)* requirements for licensure in the state in which they seek to be licensed.

For all students, applicants, or prospective students seeking licensure in any state listed in the “Program Does Not Meet Educational Requirements” or “Cannot Be Confirmed If Program Meets Educational Requirements” columns, please see the chart below detailing these states’ licensing boards and contact information.

Program meets educational requirements	Program does not meet educational requirements	Cannot be confirmed if program meets educational requirements
California		All 50 states (except California), the District of Columbia and the US protectorates, as defined in 34 CFR §600.2.

### New/Future Students

Thank you for considering the JFK School of Psychology at National University Dual Degree MA Sports Psychology/Psy.D. Doctoral Program. With regards to your Psy.D. doctoral component of your program please see the following disclosure.

Thank you for choosing the JFK School of Psychology at National University Psy.D. program. In January 2021, this program was administratively transferred from National University affiliate John F. Kennedy University (JFKU) to National University.

The JFKU Psy.D. program had been American Psychological Association (APA)-accredited since 2003, and moved to "*accredited, inactive*" status in 2021. Meaning that while it remains APA-accredited for all students enrolled prior to 2021, new students will be admitted to an identical program (same curriculum and faculty), the JFK School of Psychology at National University Psy.D. program, which will seek APA accreditation on an accelerated timeline. Until accreditation is achieved, the program will be unaccredited by APA.

We anticipate that the JFK School of Psychology at National University Psy.D. program will become APA-accredited in 2022, at which time all students admitted from 2021 on will be 'grandfathered in' and receive all the benefits of attending an APA-accredited doctoral program.

The JFK School of Psychology at National University Psy.D. program continues to be regionally accredited

(by WSCUC), which means that **all** students are eligible for federal loans, work-study funds, and so forth. Questions about WSCUC accreditation can be addressed by (contact info for them). Questions about the progress of the "new" program toward APA-accreditation can be addressed to Douglas C. Haldeman, PhD, PsyD Program Director.

As a program seeking APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Theory-** Students will be able to describe, explain, synthesize, apply and critique theoretical perspectives from Sport Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- **Ethics and Professionalism-** Students will be able to describe, explain, synthesize, apply and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- **Multicultural Competence-** Students will be able to describe and explain potential sources of bias within themselves and clients, in addition to synthesize, apply and critique concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations.
- **Assessment-** Students will be able to describe, explain, synthesize, apply and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- **Counseling Skills-** Students will be able to describe, explain, synthesize, apply and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- **Performance Enhancement Skills-** Students will be able to describe, explain, synthesize, apply and critique performance enhancement skills with individuals and teams.
- **Evidence-Based Practice-** Students will be able to describe, explain, synthesize, apply and critique established and current research from Sport

Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

### Degree Requirements

(77 quarter units)

To receive JFK School of Psychology Master of Arts in Sport Psychology, students must complete at least 77 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

### Core Requirements

(19 courses; 50 quarter units)

PSP 5002	Writing Workshop (0 quarter units)
PSP 5054A	Research Methods: Quant & Qual A (2 quarter units)
PSP 5054B	Research Methods: Quant & Qual B (2 quarter units)
PSP 5800A	Sport Psychology A (3 quarter units)
PSP 5800B	Sport Psychology B (3 quarter units)
PSP 5803A	Ethics & Issues Sport Psych A (2 quarter units)
PSP 5803B	Ethics & Issues Sport Psych B (2 quarter units)
PSP 5804	Assessment Strategies (3 quarter units)
PSP 5805	Psychopathology Assessment (4 quarter units)
PSP 5811	Counseling Skills A (3 quarter units)
PSP 5812	Counseling Skills B (3 quarter units)
PSP 5814	Diversity in Sport (4 quarter units)
PSP 5815	Performance Enhancement A (3 quarter units)
PSP 5816	Performance Enhancement B (3 quarter units)
PSP 5817	Performance Enhancement C (3 quarter units)
PSP 5819	Social & Hist Issues in Sport (2 quarter units)
PSP 5842	Recreation Enhancement (1 quarter unit)
PSP 5822	Team Building (3 quarter units)
PSP 5826	Cognitive & Affective Behavior (4 quarter units)
PSP 9090	Comprehensive Written Exam (0 quarter units)
PSP 9091	Comprehensive Oral Exam (0 quarter units)

### Workshops/Meetings

PSP 9000	Professional Development Seminar (0 quarter units)
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## Internship Fieldwork

(14 quarter units)

PSP 5279A	Introduction to Fieldwork A (1 quarter unit)
PSP 5279B	Introduction to Fieldwork B (1 quarter unit)
PSP 5280*	Fieldwork (3 quarter units)
PSP 9085	Fieldwork Exam (0 quarter units)

\*As a variable unit course, students must repeat this course at least two times, no more than five times, for a total of 12 quarter units.

## Project

(2 courses; 4 quarter units)

PSP 5895A	Applied Project A (2 quarter units)
PSP 5895B	Applied Project B (2 quarter units)

## Electives

(9 quarter units)

PSP 5820	Psychology of Coaching (2 quarter units)
PSP 5821	Gender Issues in Sport (1 quarter unit)
PSP 5832	Psychology of Injury (1 quarter unit)
PSP 5833	Kinesiology (4 quarter units)
PSP 5834	Motor Learning & Performance (1 quarter unit)
PSP 5835	Exercise Psychology (2 quarter units)
PSP 5838	Health Psychology (2 quarter units)
PSP 5850A	Clinical Sport Psychology (1 unit)
PSP 5843	Mindful Appr. to Performance A (1 quarter unit)
PSP 5844	Mindful Appr. to Performance B (1 quarter unit)
PSP 5841	Neuropsychology (2 quarter units)
PSP 5885	Best Practices Remote Consult (1 quarter unit)
PSP 9030	Developing a Consulting Prac A (2 quarter units)
PSP 9031	Developing a Consulting Prac B (2 quarter units)

## DOCTOR OF PSYCHOLOGY

*Program Lead: Douglas Haldeman; [dhaldeman@nu.edu](mailto:dhaldeman@nu.edu)*

### Clinical Psychology

Clinical psychology is the largest branch of the field of psychology, and integrates science, theory, and clinical practice to assess and treat a broad spectrum of mental health and behavioral medicine concerns. Clinical psychologists work in a variety of settings, including community mental health agencies, hospitals, college counseling centers, corporations, independent or group practices, wellness clinics, health insurance agencies, prisons, universities and other research settings, as well as Veteran Affairs (VA)

medical centers.

The demand for mental health professionals, particularly those with doctoral degrees, is expected to increase over the next decade. Factors contributing to this increase in the need for psychologists include the significant number of veterans experiencing post-traumatic distress, the increasing number of people who are aging, the growing acknowledgment of the role of behavioral medicine techniques in treating chronic disease, and the ever-present demands of dealing with the stress and pressures of everyday life and work.

The Doctor of Psychology (PsyD) in Clinical Psychology at John F. Kennedy University is designed for individuals seeking the highest level of training to become hands-on practitioners in the field of psychology. We have created a program with a diverse faculty, student body, and curriculum. Our mission is to train practitioner-scholars who will provide comprehensive and culturally sensitive services to a variety of communities. Our particular focus on multicultural competency sets us apart from other doctoral programs.

### Doctor of Psychology

The Doctor of Psychology (PsyD) degree was first recognized by the American Psychological Association (APA) in 1973. Today, many PsyD programs are offered nationwide. Graduates are prepared for the key roles that contemporary psychologists must fill to competently serve their communities: clinician, evaluator, assessment expert, and critical consumer of psychological research. Practical applications, advanced clinical training, and specialized fieldwork are emphasized throughout the course of the program.

At JFK School of Psychology, a dedicated faculty of practitioner-scholars offers a student-faculty ratio of approximately twelve - to-one. In the selection of faculty, staff, and students, the PsyD program aims to reflect the diversity of California's community including gender, race, physical ability, sexual orientation, and socio-economic status. The PsyD program incorporates issues of diversity into all courses in the curriculum.

The full-time plan of study takes five years to complete: four years of coursework (four quarters per year) including an ethnographic placement in year one, a practicum during years two and three, and support for additional externship during year four, and then in year five, a pre-doctoral internship. Students are also required to complete a clinical dissertation project. All students must meet the residency requirement of at least 36 units, earned during their first four quarters in the program

### Accreditation

The Clinical Psy.D. program under the name National

University, Pleasant Hill, CA / John F. Kennedy Teach-Out is “accredited, inactive” by the Commission on Accreditation of the APA. This accreditation status designates an accredited program that is no longer admitting students. This status was granted to accommodate teach-out students from John F. Kennedy University. Persons who were not enrolled in accredited John F. Kennedy programs are not to be admitted to the National University, Pleasant Hill, CA / John F. Kennedy Teachout “accredited, inactive” program.

Commission on Accreditation  
Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, NE  
Washington D.C. 20002-4242  
[www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation) (202) 336-5797

## Program Disclosure Information

### Current/Transferring Students

The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) **meets** the educational degree completion requirements for licensure in the state of **California** as a Licensed Psychologist.

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Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: (202) 336-5979/Email: [apaccred@apa.org](mailto:apaccred@apa.org) Web: <https://www.apa.org/ed/accreditation>

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### Future/New Students

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for all students enrolled prior to 2021, new students will be admitted to an identical program (same curriculum and faculty), the JFK School of Psychology at National University Psy.D. program, which will seek APA accreditation on an accelerated timeline. Until accreditation is achieved, the program will be unaccredited by APA.

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The JFK School of Psychology at National University Psy.D. program continues to be regionally accredited (by WSCUC), which means that **all** students are eligible for federal loans, work-study funds, and so forth. Questions about WSCUC accreditation can be addressed by (contact info for them). Questions about the progress of the "new" program toward APA-accreditation can be addressed to Douglas C. Haldeman, PhD, PsyD Program Director.

As a program seeking APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

## **MA Sports Psychology/Psy.D. Doctoral Program Transition Program**

### **Current/Transferring Student**

Thank you for continuing in the JFK School of Psychology at National University Dual Degree MA Sports Psychology/Psy.D. Doctoral Program. With regards to your Psy.D. doctoral component of your program please see the following disclosure.

The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) **meets** the educational degree completion requirements for licensure in the state of **California** as a Licensed Psychologist.

The program is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the accredited

status of the program should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: (202) 336-5979/Email: [apaccred@apa.org](mailto:apaccred@apa.org) Web:  
<https://www.apa.org/ed/accreditation>

The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association.

Requirements for professional licensure and certification can vary markedly by state. At this time, the JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) cannot confirm whether its Doctoral Program in Clinical Psychology (Psy.D.) degree meets all the educational, licensure, and certification requirements in **all** states. Further, these requirements can change frequently and often without notice.

As an APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

Several states have unique licensing requirements, and thus this information is subject to change without notice. We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for licensure in the state in which you seek to be licensed. For licensing board contact information and approval status, please see [asppb.net](http://asppb.net).

It is strongly encouraged that students, applicants, and prospective students determine any *additional (i.e. non-educational)* requirements for licensure in the state in which they seek to be licensed.

For all students, applicants, or prospective students seeking licensure in any state listed in the "Program Does Not Meet Educational Requirements" or "Cannot Be Confirmed If Program Meets Educational Requirements" columns, please see the chart below detailing these states' licensing boards and contact information.

Program meets educational requirements	Program does not meet educational requirements	Cannot be confirmed if program meets educational requirements
California		All 50 states (except California), the District of Columbia and the US protectorates, as defined in 34 CFR §600.2.

### New/Future Students

Thank you for considering the JFK School of Psychology at National University Dual Degree MA Sports Psychology/Psy.D. Doctoral Program. With regards to your Psy.D. doctoral component of your program please see the following disclosure.

Thank you for choosing the JFK School of Psychology at National University Psy.D. program. In January 2021, this program was administratively transferred from National University affiliate John F. Kennedy University (JFKU) to National University.

The JFKU Psy.D. program had been American Psychological Association (APA)-accredited since 2003, and moved to "*accredited, inactive*" status in 2021. Meaning that while it remains APA-accredited for all students enrolled prior to 2021, new students will be admitted to an identical program (same curriculum and faculty), the JFK School of Psychology at National University Psy.D. program, which will seek APA accreditation on an accelerated timeline. Until accreditation is achieved, the program will be unaccredited by APA.

We anticipate that the JFK School of Psychology at National University Psy.D. program will become APA-accredited in 2022, at which time all students admitted from 2021 on will be 'grandfathered in' and receive all the benefits of attending an APA-accredited doctoral program.

The JFK School of Psychology at National University Psy.D. program continues to be regionally accredited (by WSCUC), which means that **all** students are eligible for federal loans, work-study funds, and so forth. Questions about WSCUC accreditation can be addressed by (contact info for them). Questions about the progress of the "new" program toward APA-accreditation can be addressed to Douglas C. Haldeman, PhD, PsyD Program Director.

As a program seeking APA-accredited program, our

students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

### Advisement

After matriculating into the program, students are assigned a faculty advisor with whom they meet at least once per quarter. These faculty advisors have specialized knowledge in the field and are able to serve as mentors who guide students through their professional development as clinical psychologists. Student performance in coursework and practica is evaluated on an ongoing basis, with formal yearly reviews. Each year must be completed satisfactorily for students to advance in the program. Failure to meet any requirement for advancement will result in a referral to the Review and Advisement Committee to clarify and remediate the difficulty. In some instances, students may be required to supplement or repeat certain areas of the program or to take a leave from the program. In other instances, students may be asked to leave the program. See the PsyD Student Handbook for Review and Advisement procedures.

### Integrated Professional Seminar

The Integrated Professional Seminar (IPS) is a key component of the program. This composite of courses is designed to integrate academic information and ethnographic or practicum experience throughout the program. During each ethnographic or practicum year, small groups of students meet together with a faculty member. Depending on the year, IPS emphasizes different elements of work with diverse populations. These include, for example, examining one's own belief systems, worldview, biases, group process, and clinical case presentations. The IPS provides a supportive setting in which students may collaboratively integrate their applied and academic experiences.

### Ethnographic Placement

The first-year ethnographic placement lays the foundation for culture and diversity-sensitive training as well as practice in self-reflection and self-awareness. The ethnographic experience involves immersion in environments that provide unique and diverse cultural experiences for the trainees. This immersion establishes an understanding of diversity and the relationships with power, privilege, and oppression in the practice of

psychology.

To this end, the purpose of the ethnographic placement experience is to provide first-year doctoral trainees with experience in an unfamiliar culture/setting. For a minimum of eight hours per week, first-year trainees engage in a cultural immersion experience in a setting specifically selected to expose trainees to a population with whom they have had little or no prior contact.

Ethnographic trainees' fieldwork is integral to their development as clinical psychologists. It is one of the principal means by which trainees establish the foundation necessary to work with the diversity of clients that they will encounter in their subsequent clinical placements as well as their future work as professionals. This ethnographic placement experience and its accompanying Integral Professional Seminar (IPS I) are designed to focus on diversity.

### **Beginning Clinical Practicum**

The Clinical Practicum is a placement at one of over 60 available sites. The focus of Clinical Practicum is on the supervised integration and application of knowledge gained from the ethnographic placement experience and ongoing doctoral coursework. In Clinical Practicum, trainees work 16–20 hours per week to develop skills in a variety of interventions and treatments including accurate assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective.

### **Advanced Clinical Practicum**

The Advanced Practicum is a clinical placement at one of over 60 available sites for 20–24 hours per week. The focus of Advanced Practicum is on the supervised integration and application of knowledge gained from previous practica, and ongoing doctoral coursework. At a more complex level than Beginning Practicum, trainees develop skills in comprehensive assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective. However, the focus in Advanced Practicum is extended to include advanced skills in the development of systematic and empirically justifiable plans for intervention with individuals, groups, or communities within the larger context of human diversity and social change.

### **Externship**

Students are supported to seek clinical training over and above the required practica. It is strongly encouraged that all students complete an externship during year

four, to increase their readiness for the predoctoral internship. The desired training site must be reviewed and approved by the Training Department prior to the start of externship training.

### **Pre-Doctoral Internship**

Trainees apply for pre-doctoral internship when they are in the fourth year of the full-time curriculum. Trainees need to be registered for the relevant number of internship units for each quarter in which they are accruing internship hours. All academic units must be completed, and dissertation proposal successfully defended, before going to internship.

PsyD trainees may apply for full-time or part-time internship programs that are accredited by APA, and in some cases internships that are part of the CAPIC and APPIC consortia. To be considered full time, trainees must work a minimum of 35 hours per week. A full-time internship is completed in four quarters at nine units per quarter for a total of 36 units.

### **Clinical Readiness Examination**

This summative examination, administered in the Summer of Year 1, assesses student competency in skill areas essential to clinical practice. Passing this exam is a requirement to proceed to IPS-II/Beginning Practicum. In order to sit for this exam, students must pass the following first-year courses: IPS-I, Psychopathology I & II, Clinical Interviewing Skills, and Law & Ethics. The exam consists of 130 multiple-choice questions.

### **Clinical Proficiency Examination**

In the spring of year three, students present a written clinical case report to two faculty members who examine the student on the case. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

**There is a \$100 fee that covers both the clinical readiness and clinical proficiency examinations.**

### **Satisfactory Progress**

Meeting program expectations in all competency areas in coursework, all requirements of fieldwork/practica, and passing the written comprehensive examination and the clinical proficiency examination are required before students may proceed to the next year of the program or internship. Failure to meet requirements for advancement to the next year may result in a student

being required to supplement or repeat certain areas of the program or in termination from the program.

### **Clinical Dissertation Project**

The clinical dissertation project is an intensive study in an area of interest. Projects must reflect the program's emphasis on diverse or underserved populations as well as the PsyD clinical focus. The dissertation should integrate research findings, relevant literature, and original thought, deriving input from the population under study and contributing to the field of applied psychology. Traditional quantitative methodologies may be utilized or students can explore and utilize other research modalities. Projects may take the form of a program evaluation, theoretical exploration, meta-analysis, case study, phenomenological study, ethnography, content analysis, or grounded-theory analysis. A dissertation proposal must be successfully defended prior to the pre-doctoral internship match, and a successful final dissertation defense is required for the degree to be awarded.

### **Dissertation Completion**

Students must register for PSD 7303 Dissertation Completion (for 0 units), every quarter following successful completion of PSD 7254 Clinical Dissertation Proposal III, through the quarter in which the final dissertation defense has been passed.

### **Individual Psychotherapy**

All students in the PsyD program are required to complete at least 50 hours of individual psychotherapy within an 18-month time period. Psychotherapy must be with a licensed therapist. Students do not receive academic credit for psychotherapy. It is recommended that students complete the psychotherapy requirement prior to beginning internship.

### **Licensure**

Completion of PsyD program from John F. Kennedy University makes students eligible to apply for licensure as a psychologist. The licensure process is regulated by the California Board of Psychology. Requirements currently include a minimum 3,000 hours of verified supervised professional experience. Licensing statutes and regulations are subject to future legislative and/or administrative revisions. The PsyD students will be kept informed about licensing requirements and any changes that occur. The PsyD program maintains an active relationship with the licensing board.

The Board of Psychology may be contacted directly at:  
1625 North Market Blvd., Suite N-215  
Sacramento, CA 95834  
Phone: (916) 263-2699  
Toll Free: (866) 503-3221  
E-mail: [bopmail@dca.ca.gov](mailto:bopmail@dca.ca.gov)  
Website: [www.psychboard.ca.gov](http://www.psychboard.ca.gov)

### **Model, Goals, and Objectives**

The PsyD program subscribes to a practitioner-scholar model of clinical training. The goals of the PsyD Program with their underlying objectives are as follows:

#### **Goal #1**

Students acquire knowledge of the foundational concepts and guiding principles of scientific psychology.

- **Behavioral Science.** Students demonstrate knowledge of the science that forms the foundations of clinical psychology.
- **History and Ethics.** Students demonstrate knowledge of the history, philosophy, and ethical principles governing clinical psychology.
- **Development and Difference.** Students demonstrate knowledge of norms and theories of human development across the lifespan, as well as knowledge about cultural differences.
- **Psychological Measurement.** Students demonstrate knowledge of principles of psychological measurement, research design, and techniques of data analysis.
- **Professional Roles.** Students demonstrate knowledge of the theoretical and empirical foundations of supervision, management, consultation, and education in a multicultural professional environment.

#### **Goal #2**

Students acquire developmentally appropriate skills in each of these areas of professional psychology: Relationship, Assessment, Intervention, and Research and Evaluation.

- **Relationship.** Students develop, describe, and maintain constructive and culturally sensitive clinical relationships with clients, supervisors, and others with whom they interact professionally.
- **Assessment.** Students assess clinically relevant client characteristics and use the information gathered to describe, conceptualize, and diagnose within sociopolitical and cultural context.
- **Intervention.** Students engage in effective, theory-

informed, research-based, culturally appropriate activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services.

- **Research and Evaluation.** Students demonstrate the ability to interpret, design, and implement clinically and culturally appropriate research.

### Goal #3

Students demonstrate the personal and professional attributes of multi-culturally competent practitioner-scholars.

- **Multicultural Awareness.** Students recognize, value, and work consciously with individual and cultural differences within intersecting systems.
- **Professional Conduct.** Students conduct themselves in accordance with professional standards, laws, and ethics.
- **Scholarship.** Students demonstrate their commitment to the practitioner-scholar model of clinical psychology.

### Transfer Credit

Students requesting course transfer credit must have attained a grade of "credit" or a letter grade of B or higher from an institution that is regionally accredited or has other recognized accreditation. When transfer credit is granted for a course completed at another institution, regardless of whether it was offered on the quarter or semester system, the maximum number of units transferred will equate to the number of units given for completing the corresponding doctoral course at JFK School of Psychology. Transfer credit will not be included as part of the cumulative University PsyD GPA. Courses eligible for transfer credit must have been taken within the last eight years. The maximum number of approved credits that may be transferred into the PsyD program from master level courses is 18. The maximum number of approved credit that may be transferred into the PsyD program from doctorate level courses is 30. If a student is transferring credits from both master level and doctorate level courses, the total transfer credits cannot exceed 30 units. Although transfer credits may reduce the cost of the program, it will not reduce the overall length of the program, due to the three years of the Integrated Professional Seminar (IPS I, II & III). The number of transferred credits permitted is at the discretion of the PsyD program.

Transfer credit is not permitted into the linked Master of

Arts in Sport Psychology/PsyD programs.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- **Relationship and Intervention-** Students develop, articulate, and maintain constructive and contextually sensitive working relationships with clients, colleagues, supervisors, and others with whom they interact professionally. Students engage in contextually appropriate activities that promote, restore sustain, or enhance positive functioning and a sense of well- being in clients through preventive, developmental, or remedial services.
- **Systemic and Theoretical Foundations-** Students demonstrate knowledge of the foundational concepts and guiding principles of scientific psychology.
- **Research and Evaluation-** Students can conduct a systematic and culturally relevant inquiry involving problem identification, selection of appropriate methodology, analysis and interpretation of data, and clear and accurate communication of findings pertaining to psychological phenomena.
- **Assessment-** Students describe, conceptualize, characterize, predict, and present clinically relevant aspects of clients (e.g., character, behavior, strengths, challenges, symptoms, relationship quality, functioning) in sociopolitical and cultural context.
- **Contextual Awareness and Professionalism-** Students articulate, value, and work consciously with individual and contextual differences within intersecting systems, and conduct themselves in accordance with professional standards, laws, and ethics. "Contextual" includes, but is not limited to: race, ethnicity, class, immigration status, sexual orientation, gender, and ability.

### Degree Requirements

(180 quarter units)

To receive the PsyD degree, the student must meet the following requirements:

- The Comprehensive Written Examination and the Clinical Proficiency Examination must be passed;
- Fifty hours of personal psychotherapy must be completed;
- All training logs and supervisors' evaluations must be submitted to the Training Office;
- The dissertation must be successfully defended;
- After admission to the PsyD program, all academic requirements must be completed in residence, except where transfer credit units have been awarded;
- A full-time load of 36 units must be carried for a minimum of one year, preferably in year one;
- A minimum grade of B is required in each course applied to meeting degree requirements;

- An overall grade-point average of 3.0 must be achieved in all work for the PsyD program; All program requirements must be completed within eight calendar years of matriculation; and
- Candidates for doctoral degrees are required to file a Petition for Degree and pay the required fee by winter quarter of the year prior to beginning internship.

## Curriculum

### Prerequisites

- Introduction to Psychology
- Theories of Personality
- Diversity-related course
- Statistics

These courses or their approved equivalents are prerequisites to the Doctor of Psychology program. All prerequisite courses must be completed prior to attending the first-year Doctor of Psychology courses, with official transcripts documenting successful completion on file in the Registration Office. Prerequisite courses must have been taken at a regionally accredited, approved college or university within the past ten years with a grade of C or better in an undergraduate program or a B or better in post-undergraduate work.

### Doctor of Psychology/Master Arts in Sport Psychology Transition

Students who are currently enrolled in the Master of Arts in Sport Psychology and have at least a GPA of 3.0 and have completed the first 4 terms of graduate coursework may register for the Doctor of Psychology Transition plan.

### Core Requirements 1

(10 courses; 29 quarter units)

PSD 7007	Clinical Interviewing Skills 1 (3 quarter units)
PSD 7008	Clinical Interviewing Skills II (3 quarter units)
PSD 7015	Adult Psychopathology I (3 quarter units)
PSD 7016	Adult Psychopathology II (3 quarter units)
PSD 7151	Research Methods & Stats I (3 quarter units)
PSD 7009	Group Clinical Skills (2 quarter units)
PSD 7114	Psychometrics:Psych Assessment (3 quarter units)
PSD 7122	Psychodynamic Theory & Applic (3 quarter units)
PSD 7123	Cognitive Behavioral Theory (3 quarter units)
PSD 7141	Ethical & Legal Issues Psych (3 quarter units)
PSD 7306	Clinical Readiness Exam (0 quarter units)

### Integrated Professional Seminar I

(15 quarter units)

These courses must each be completed 3 times within the first 4 quarters to meet the needed unit requirements for the degree.

PSD 7035	Ethnographic Placement (2 quarter units)
PSD 7046	Group Process (1 quarter unit)
PSD 7047	Multicultural Awareness (2 quarter units)

### Core Requirements 2

(13 courses; 32 quarter units)

PSD 7115	Assessment I: Intellect/Cognit (4 quarter units)
PSD 7116	Assessment II: Personality I (4 quarter units)
PSD 7117	Assessment III: Personality II (4 quarter units)
PSD 7118*	Assessment Practicum (1 quarter unit)
PSD 7124	Family Systems Theory & Applic (3 quarter units)
PSD 7250	Research Methods & Stats II (3 quarter units)
PSD 7251	Qualitative Rsch: Critical Rev (3 quarter units)
PSD 7252	Clinical Dissertation Prop I (2 quarter units)
PSD 7253	Clinical Dissertation Prop II (2 quarter units)
PSD 7271	Applied Diagnosis (1 quarter unit)
PSD 7272	Case Formulation (1 quarter unit)
PSD 7273	Informed Treatment Planning (1 quarter unit)
PSD 7131	Psych & Treatment Subst Abuse (3 quarter units)

\* PSD 7118 can be taken a maximum of 3 times for 3 quarter units total.

### Integrated Professional Seminar II

(9 quarter units)

These courses must each be completed 3 times within the second 4 quarters to meet the needed unit requirements for the degree.

PSD 7135	Clinical Practicum (2 quarter units)
PSD 7147	Multicultural Proficiency (1 quarter unit)

### Core Requirements 3

(7 courses; 18 quarter units)

PSD 7104	Social & Cultural Bases Behavr (3 quarter units)
PSD 7107	Biological Bases of Behavior (3 quarter units)



	units)
PSD 7108	Cognitive & Affective Bases (3 quarter units)
PSD 7160	Psychopharmacology (3 quarter units)
PSD 7180	Psychology of Trauma (3 quarter units)
PSD 7227	Human Development (4 quarter units)
PSD 7254	Clinical Dissertation Prop III (1 quarter unit)

### **Integrated Professional Seminar III**

(12 quarter units)

These courses must each be completed 3 times within the second 4 quarters to meet the needed unit requirements for the degree.

PSD 7235	Advanced Practicum (3 quarter units)
PSD 7371	Integrative Case Planning (1 quarter unit)

### **Core Requirements 4**

(5 courses; quarter units)

PSD 7003	History & Systems of Psych (3 quarter units)
PSD 7126	Applied Clinical Theory (3 quarter units)
PSD 7215	Foundations Prof Consultation (3 quarter units)
PSD 7230	Fundamentals Clinical Supervsn (3 quarter units)
PSD 7302	Dissertation Completion (.5 quarter units)

\* PSD 7302 can be taken a maximum of 3 times for 1.5 quarter units total.

### **Core Requirements 5**

(1 course; 36 quarter units)

PSD 7400*	Internship (9 quarter units)
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\*PSD7400 must be completed at least 4 times for a total of 36 quarter units

### **Electives**

(17 quarter units)

PSD 7331	Externship (1 quarter unit)
PSD 7309A	Topics in Doctoral Psychology (1 quarter unit)
PSD 7309B	Topics in Doctoral Psychology (2 quarter units)
PSD 7309C	Topics in Doctoral Psychology (3 quarter units)
PSD 7401	Internship/Part-Time (4.5 quarter units)
PSD 7533	Forensics/Corrections Assess. (1 quarter unit)
PSD 7534	Forensics Law/Ethics Multidisc (1 quarter

	unit)
PSD 7539	Externship – Forensic (1 quarter unit)
PSD 7701	Spousal/IPV Abuse Prev Assess (1 quarter unit)
PSD 7704	Suicide Prevention and Assess (1 quarter unit)

## **Concentrations**

### **Clinical Sport Psychology Concentration**

This concentration was designed to be the next step in the evolution of this transition program. There has been increasing focus in the field of Sport Psychology to integrate clinical and sport psychology. The concentration trains students in the specifics of how to integrate the clinical aspects of sport psychology through coursework and a clinical sport psychology externship. This concentration is available to students who completed a Master's degree in Sport Psychology and to students who are working toward a MA in Sport Psychology/PSYD Transition.

### **Prerequisites**

(1 course; 6 quarter units)

PSP 5817	Performance Enhancement C (6 quarter units)
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### **Concentration Requirements**

(4 courses; 15 quarter units)

PSP 7176	Clinical Topics in Sport Psychology (3 quarter units)
PSP 7330	Externship (3 quarter units)
PSP 5280	Fieldwork (6 quarter units)
PSP 5800B	Sport Psychology B (3 quarter units)

### **Neuropsychology Concentration**

This concentration provides students who are interested in pursuing a career in clinical neuropsychology an opportunity to receive additional training in the classroom and in a clinical setting in neuropsychological assessment and neurorehabilitation, as well as opportunities to work closely with practicing neuropsychologists in the area. The concentration is in compliance with the Houston Conference Resolutions which define the educational standards and training required for practice in professional clinical neuropsychology. The concentration is also designed to facilitate student entrance into APA accredited internships with rotations in clinical neuropsychology and integrated healthcare settings. For the specific requirements for applying to this concentration, please see your academic counselor.

### **Concentration Requirements**

(7 courses; 12 quarter units)

PSD 7170A	Functional Neuroanatomy (2 quarter units)
PSD 7170B	Neuropsychological Principles (3 quarter units)
PSD 7170C	Neuropathology (3 quarter units)
PSD 7119	Neuropsychology Assessment (1 quarter unit)
PSD 7171	Neuropsychological Rehab (1 quarter unit)
PSD 7174	Neuropsychology of Aging (1 quarter unit)
PSD 7173	Overview of Pediatric Assess. (1 quarter unit)

## GRADUATE CERTIFICATE IN SPORTS PSYCHOLOGY

*Program Lead: Vicki Tomlinson; vwengrzynek@nu.edu*

The Graduate Certificate in Sport Psychology is designed to provide psychologists, marriage and family therapists (MFT), and other Mental Skills Coaches the necessary coursework required to apply to become a Certified Mental Performance Consultant (CMPC) through the Association for Applied Sport Psychology (AASP). This certificate also gives athletes, coaches, athletics trainers, and others in the sport and fitness arenas an introduction to the world of sport psychology. This 20-unit certificate can be completed online, on-site, or a combination and will provide knowledge in the areas of sport psychology and kinesiology. The certificate can be completed in approximately one year.

Students interested in completing the Certified Mental Performance Consultant (CMPC) requirements should contact their academic advisor for consideration for the JFK MA Sport Psychology program.

### Admission Requirements

In addition to the University requirements, applicants to the Sport Psychology Certificate Program must submit the following:

- A bachelor's degree from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA). The awarding of the degree must be indicated on an official transcript
- A personal statement, no longer than two double-spaced, typewritten pages. The statement should reflect the applicant's interest in the field of sport psychology and rationale for applying to this program
- At least one letter of recommendation from a professional source which attests to the applicant's suitability for the program

### Certificate Requirements

(6 courses; 20 quarter units)

PSP 5800A	Sport Psychology A (3 quarter units)
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PSP 5814	Diversity in Sport (4 quarter units)
PSP 5815	Performance Enhancement A (3 quarter units)
PSP 5816	Performance Enhancement B (3 quarter units)
PSP 5817	Performance Enhancement C (3 quarter units)
<b>Or</b>	
PSP 5800B	Sport Psychology B (3 quarter units)
<b>And</b>	
PSP 5833	Kinesiology (4 quarter units)

## GRADUATE CERTIFICATE IN TRAUMA STUDIES

*Program Lead; Jacob Kaminker; [jkaminker@nu.edu](mailto:jkaminker@nu.edu)*

With our society's increased awareness of trauma's many forms and our improved understanding of its neurological effects, professionals in an expanding array of fields are being impacted by issues related to trauma. These include not just health-care and mental-health workers but first responders, police officers, military servicemen and women, even clergy members, teachers, coaches, mentors, and others to whom people may turn for help in a time of need.

By gaining a better understanding of the psychological and physiological roots of trauma and different approaches to its treatment (including multicultural perspectives), those who complete the Trauma Studies Certificate are better equipped to deal with trauma-related issues in an ethical, humane, and effective manner across a broad range of clinical and non-clinical settings.

Classes are taught online and in person in Pleasant Hill. All instruction is in an intensive weekend format. Students can enter as desired any quarter and campus. Certificate will be granted at the completion of 20 units of instruction.

This certificate program is open to all individuals who are interested in working with trauma. Prior experience in working with trauma, while desirable, is not required. This certificate can be taken in a one or two-year model and is open to anyone holding a bachelor's degree.

### Certificate Requirements

(10 courses; 20 quarter units)

TSC 5001	Foundations of Trauma Studies (3 quarter units)
TSC 5002	Neurobiology of Trauma (2 quarter units)
TSC 5003	Attachment & Dev. Approaches (2 quarter units)
TSC 5004	Assessment/Treatment Planning (2 quarter units)
TSC 5005	Legal/Ethical Issues in Trauma (1 quarter unit)
TSC 5006	Somatic Psychology Approaches (3 quarter units)

- TSC 5007 units)  
Working with Trauma in Family (2 quarter units)
- TSC 5008 Art Based Trauma Interventions (2 quarter units)
- TSC 5009 Working with Systemic Trauma (2 quarter units)
- TSC 5010 Vicarious Trauma & Self Care (1 quarter unit)

## COURSE DESCRIPTIONS

### CNS – CONSCIOUSNESS AND TRANSFORMATIVE STUDIES

#### **CNS 5010 Paradigms of Consciousness** (3 quarter units)

A paradigm is a model of reality, or aspects of reality, held by a community, and affirmed and enacted through communal behavior. Society today is shaped by past paradigms of consciousness as well as those which are newly emerging. This course explores the nature of paradigms, how they emerge, how they are sustained and how they are changed. We give particular attention to the evolution of various paradigms of consciousness and reality – from indigenous to modern, postmodern, holistic, and integral – and examine the potential of each to contribute to personal, social, and global transformation.

#### **CNS 5012 Emotional Intelligence** (3 quarter units)

This course focuses on emotional intelligence—the capacity to recognize, understand, regulate, and creatively channel the wisdom and energy of emotional experience, as well as to empathize and relate to others' emotions. Students learn what emotions are and how they arise physiologically, experientially, and behaviorally. A phenomenological approach enables students to connect with and describe emotions in order to enter more directly into the multi-layered, visceral experience of their emotional lives. The practice of mindfulness allows students to observe, track, and comprehend their experience with openness, curiosity, and acuity. Mindfulness also enables students to identify and work with habitual cognitive schemas and emotional reactions.

#### **CNS 5013 Social Intelligence** (3 quarter units)

*Prerequisites: CNS 5012*

This course applies emotional intelligence, along with intuition, social knowledge, and cultural competence, to interpersonal contexts. Students practice techniques of effective listening and understand how emotional triggers can block interpersonal connection. The course also focuses on effective communication, the capacity to attune to another's experience while remaining connected to one's own. Students explore how emotional triggers through relationship and provide an opportunity for the expansion of self-awareness and integration. Topics include the principles of nonviolent communication, conflict resolution, and the process of coming into conscious relationship.

#### **CNS 5014 Spiritual Intelligence** (1 quarter unit)

Coming out of the theory of multiple intelligences, the concept of spiritual intelligence appeared with the new millennium, originally defined as "a dynamic wholeness of self in which the self is at one with itself and the whole creation." A more behaviorally-focused definition, accompanied by 21 specific skills, focuses on "the ability to

behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation." The 1- unit course will compare the various conceptualizations of spiritual intelligence. Students will complete a spiritual intelligence inventory and identify specific skills as areas for personal growth. We also consider the vital role of the body in spiritual intelligence.

#### **CNS 5015 Body Consciousness/Body Wisdom** (2 quarter units)

This experiential course gives students the opportunity to explore their authentic body experiences from a variety of somatic modalities, and in so doing to contact their own lived body wisdom. Students develop greater body consciousness through exercises addressing: parts of the body, body systems, and their body in relationship to self, other and the natural world. A variety of movement practices promote creativity and self-expression, supporting the development of emotional intelligence and interpersonal communication. Students integrate a repertoire of body-centered skills to apply to personal challenges, spiritual growth and life enrichment.

#### **CNS 5017 Human Development and the Evolution of Consciousness** (2 quarter units)

This course imparts a meta- perspective on human development and on the evolution of human consciousness. Developmental models assist us in perceiving the growth potentials across the human lifespan, culminating in conscious leadership. The course introduces various models of human development, such as Erikson's psychosocial development, Kohlberg and Gilligan's moral development, Fowler's faith development and Kegan's adult development. The course also explores basic elements of Ken Wilber's integral theory, including the four quadrants, the difference between states and stages, and premodern, modern, and postmodern altitudes. Topics include models of consciousness, the relationship of Self/self, and the potential of integral psychology to deepen our understanding of and engagement with personal psycho-spiritual development as well as social/global change.

#### **CNS 5020 Archetypal Mythology** (3 quarter units)

*Prerequisites: CNS 5025*

This course explores the role, weight, and significance of life's mythic dimension from the standpoint of depth psychology. Freud, Jung, Hillman, Campbell, Downing, and a host of theorists, practitioners and writers have claimed that mythic presences, events, and situations are not dead or extinct, but alive and addressing us continually. This course explores this claim through discussions, dream work, film, stories, and writing projects that disclose the deep myth-making layers of the psyche, demonstrating the ways mythology and mythic thinking are highly significant modes of understanding self, other, and the world.

**CNS 5023 Shamanic Traditions** (2 quarter units)

Shamanic traditions and practices, as an expression of the human relationship with self, community and the earth, are integral to the human story, yet sorely missing in modern culture. Shamanic traditions, with their animistic worldview and emphasis on nature as the matrix for human life, are of renewed importance in our ecological age. Within each person's ancestral lineages can be found evidence of earth-based spirituality, nurtured and supported through shamanic traditions. Course topics include: shamanic worldviews, shamanism as a healing modality, and the role of shamans in indigenous and Western cultures. In this class, students research shamanic practices within their ancestral lineages with the intention of integrating these practices with one's life purpose and work.

**CNS 5025 Cosmology and Consciousness** (3 quarter units)

*Prerequisites: CNS 5010*

Cosmology is the study of the origin, structure, evolution, and eventual fate of the universe. Perhaps the most mysterious and intriguing aspect of the universe is the fact that it has evolved to include living beings with experience and even self-consciousness. Using the principles of systems theory, we can view the evolution and development of human consciousness not as separate from the rest of the cosmos, as is usually thought, but as integral parts of the experiential expansion of the cosmos. In this view, experience is as fundamental a feature of the universe as is space, time, energy, and matter. This participatory cosmology asks us all to become aware of our subjective states as causal elements in the continuing unfolding of the cosmos.

**CNS 5027 Non-Ordinary States of Consciousness** (2 quarter units)

This course introduces the history and contemporary study of the great variety of non-ordinary states of consciousness that humans experience. The neurophysiology associated with these states of consciousness is addressed. Students apply a developmental view of consciousness to their own and others' non-ordinary experiences by learning how to integrate such experiences into their daily lives. Emphasis is placed on Stan Grof, Chris Bache, Ken Wilber, entheogens, and the comparison of mystical experiences from East and West.

**CNS 5030 Consciousness of Sleep and Dreams** (2 quarter units)

Students examine recent scientific research in sleep and dreams and explore different phenomena of the dreaming mind. The course incorporates a variety of understandings and techniques for working with dreams, including Freudian, Jungian, and Gestalt psychological approaches, contemporary dream interviewing, content analysis, lucid dreams, "psi" dream phenomena and indigenous approaches to dreams. Students also explore their own dreams, using different experiential and creative explorations.

**CNS 5035 Philosophy of Mind** (2 quarter units)

*Prerequisites: CNS 5010*

This course provides a scholarly grounding in the core philosophical issues surrounding the study of consciousness. The course explores the three main "problems" in philosophy of mind: (1) the "mind-body" problem (how does consciousness relate to the physical world?); (2) the "problem of other minds" (how can we know if other people, animals, plants or even rocks have consciousness?); and (3) the "problem of free will" (do we really have choice, or are we determined by genetics and environment?).

**CNS 5037 Neuroscience and Mindfulness** (2 quarter units)

*Prerequisites: CNS 5010*

The human brain, with its ultimate purpose for ensuring survival, organizing information, and meaning making, is also deceptive and limiting by its own nature. In order not to overload consciousness with billions of bits of seemingly irrelevant data, the brain constructs and projects a reality that we assume and believe is ultimate reality. Our default mode network operates to ensure we are focused on bits of information that serve the self, for the sake of survival and personal thriving. Yet when the brain is introduced to meditation, mindfulness practices, or psychedelics, we find consistent reported states of unity consciousness, ego dissolution, ah-ha moments, flow, increased empathy towards others, the planet, and one's self, and greater creative problem-solving ability. Ample neuroscientific, therapeutic, and phenomenological evidence indicates that meditation, mindfulness practices, and psychedelics expand human consciousness, positively change worldviews, and offer profound experiences of well-being. This course covers how meditation, mindfulness practices, and psychedelics operate on neurological and personal spheres. It also addresses how the integration of neuroscience, psychology, psychedelic sciences, and meditation practices is the cutting edge of human potential and healing.

**CNS 5041 Ancestral Consciousness and Healing** (2 quarter units)

Ancestral stories, family traditions, and the great teaching stories from our cultures shape us and condition our perceptions of self and world. In this course, we examine the gifts, patterns and "breaking points" in our ancestral heritage—the places where our ancestors thrived with and/or suffered a loss of connection to place, community, language, ritual, traditions, and spirituality. Students become aware of and accountable for multi-generational patterns of perception, thought and behavior. Through readings, class discussion, and personal research, students learn how to access and reclaim the strengths and wisdom within one's ancestral heritage.

**CNS 5042 Writing Your Story** (1 quarter unit)

This course offers a creative, transformative and healing writing practice that integrates personal narrative, voice and

connection. The writing method fosters empathy, discernment, trust and confidence, and offers clear guidelines for cultivating a safe writing environment through the use of positive, non-judgmental feedback, deep listening and witnessing. Research has shown that writing about one's deepest thoughts and feelings can improve health and well-being. The unique events of life are sacred stories that need to be shared and witnessed, and they can become a person's greatest source of creativity. This class allows students to discover, tell and write their personal life stories.

#### **CNS 5043 Psychology of Happiness & Vibrancy** (1 quarter unit)

For most of its modern history, psychological research has primarily been focused on studying maladaptive emotions and behaviors while paying little attention to happiness and optimal human functioning. For the past two decades, the relatively new field of positive psychology has been redressing this imbalance by researching the fulfilled individual, the thriving community, and other features of a flourishing life. This course explores the latest research in the psychology of happiness and well-being. Students learn powerful insights and practices that enhance a person's quality of living by cultivating empathy, compassion, love, hope, forgiveness, gratitude, creativity, kindness, generosity, and resilience. Through lectures, discussions, videos, and hands on exercises, students gain knowledge of how to help themselves and others live satisfying and meaningful lives that contribute to the greater good.

#### **CNS 5046 Creative & Transformative** (2 quarter units)

This course explores the links between creativity and transformation at both the individual and collective levels. Through lecture, discussion, and experiential exercises, we investigate the nature of creativity, intuition, and transformation; the characteristics of the creative personality; the stages of the creative process; and the transformative benefits of creative expression for self and society. Students learn diverse methods for understanding and overcoming creative obstacles, for optimizing creative consciousness and expression, and for harnessing creative power for transformative purposes. Students engage in creative expression as a transformative practice and explore the inner states and outer behaviors that arise from this experiential work.

#### **CNS 5047 Inner Guidance** (1 quarter unit)

For millennia, spiritual and psychological thinkers have sought to discern, understand, and follow their inner guidance and help others do so. Whether understood in spiritual or psychological terms, this guidance is invaluable to personal healing and living an independent, creative, and fulfilling life connected to others and contributing to the larger world. This 1-unit course explores transpersonal, psychological, and somatic perspectives and practices for activating, testing, and living this inner guidance and helping

others do the same. Most approaches agree on the crucial need to identify, heal, release, or transform psychosocial factors that obstruct the perception and actualization of inner guidance.

#### **CNS 5048 Spiral Dynamics and Social Change**

(1 quarter unit)

Spiral Dynamics is a model of conscious, cultural evolution that differentiates eight distinct stages of personal and cultural development and carries great explanatory power when applied to the complexities of our emerging global world. These eight stages of development are values-based, delineating core values around which the eight worldviews are organized: safety; power; order; success; equality of people; process-orientation; synthesis-orientation. Understanding the underlying values and worldviews held by individuals and different cultural groups, and how change emerges through the spiral of conscious cultural development, is a powerful leadership tool for facilitating personal and social change. Students apply the 8-stage model to real-world situations on a contemporary issue of strong personal interest.

#### **CNS 5120 Diversity, Community, and Leadership** (3 quarter units)

*Prerequisites: CNS 5013*

This course explores the multiple meanings of diversity, leadership, and community and directs students in a self-inquiry process about - who am I, who am I becoming, who are we, and who do we want to be as leaders in an emerging paradigm of global citizenship, interrelationship, interconnection, and compassion? Students explore diversity, community development, leadership skills, new breakthrough ideas, and technologies for expressing their highest and deepest values as agents of transformative change in the personal lives, families, and communities.

#### **CNS 5125 Transpersonal Psychology** (3 quarter units)

Transpersonal psychology explores the higher and deeper dimensions of human experience and relationship, including religious visions, sacred encounters, mystical moments, synchronicities, past-life memories, near-death experiences, cosmic consciousness, ecstasy, psychic phenomena, and prophetic dreams. This course explores major transpersonal concepts, theories, practices, and research findings. Topics include: transpersonal models of human consciousness and development, the relationship of Self to self, non-ordinary states of consciousness, the perennial philosophy, meditation, lucid dreaming, entheogens, shamanic journeys, parapsychology, neurophenomenology, transpersonal therapies, spiritual emergency, and spiritual bypassing. Through readings, contemplative exercises, written assignments, and in-class discussions, students deepen insight into their own and others' psychological and spiritual experience and development.

**CNS 5126 Qualitative Research A** (1 quarter unit)

This course provides students with an introduction to research paradigms, and an overview of qualitative research methodologies. Discussion and exercises in class are geared toward defining and developing a research topic, question and project direction, as the foundation for designing and conducting a participatory research project within the interdisciplinary field of consciousness studies.

**CNS 5127 Qualitative Research B** (2 quarter units)

*Prerequisites: CNS 5126*

Continuing the approach of CNS 5126, this course provides students with an in-depth exposure to participatory action research methods. Students apply one of these methods to their own participatory research project by creating a research design using Action Research, Collaborative Inquiry or Appreciative Inquiry. They also complete a literature review focused on their topic within consciousness studies and learn about ethical issues in research.

**CNS 5212 Psychology of Dreams** (2 quarter units)

This course examines Western psychological traditions of dream interpretation. The pioneering work of Sigmund Freud and Carl Jung, both of whom were directly inspired by their own dream experiences, is explored, along with later research on the role of dreaming in human development, creativity, and healing. Students will be encouraged to think critically about these psychological theories, to test them in connection with their own dreams, and to seek new creative integrations with the dream theories of other cultures and traditions, including indigenous approaches to dreams.

**CNS 5230 Metaphors and Symbols of Transformation**

(2 quarter units)

This course explores the importance, meaning, and purpose of metaphors and symbols in both mapping and catalyzing psychological and spiritual growth. Students examine symbols and metaphors of transformation experienced by mystics and spiritual practitioners across time, cultures, and religious traditions. These concepts and images—such as enlightenment, liberation, rebirth, unfoldment, journey, and metamorphosis—have enabled individuals and communities to express the inexpressible and invoke the invisible. Students also apply these principles to personal, community, and planetary transformation. The course includes experiential exercises and applications to daily life. CNS 5270 Issues in Science and Consciousness 1-3 In-depth research and analysis of specific topics in science and consciousness. Topics may include genetics, chaos, synchronicity, complexity, and biology of consciousness.

**CNS 5275 Living Systems and Creative Potential** (2 quarter units)

This course introduces the basic principles of Living Systems Theory using theoretical and experiential components. Students apply these principles and practices to a selected

area of interest (ecology, psychological development, community/cultural development, education, business or spiritual leadership, etc.). We also explore feedback processes, the interdependence of all life, creative emergence, individual development, family systems and the impact of systems thinking on organizational transformation and social change.

**CNS 5280 Dreams, Archetypes, and Personal Mythology** (2 quarter units)

*Prerequisites: CNS 5030*

As Sandor Ferenczi, Hungarian psychiatrist and friend of Freud and Jung, said, "Dreams are the workshop of evolution." This course allows participants to share and explore their own dream memories, using group projective methods, ("...in my imagined version of this dream..."), with particular attention to the underlying themes and recurring motifs embedded in these narratives. In turn, these recurrent symbolic patterns disclose the basic shape(s) of the dreamer's previously unconscious "personal mythology" – an unconscious symbolic "story" that continually influences the dreamer's waking life perceptions and life decisions.

**CNS 5286 World Spirituality** (2 quarter units)

What paths lie ahead for religion and spirituality in the 21st Century? How might the insights of modernity and post-modernity impact, inform, and complement humanity's ancient wisdom traditions? How are we to enact, together, new evolutionary, integral, participatory spiritual visions and contemplative practices – independently, or within or across our respective traditions – that can respond adequately to the personal, social, and planetary challenges of our times? This experientially focused course will explore these questions through an integral, inter- spiritual, and cross-cultural selection of readings, meditations, personal and group inquiries, fieldwork assignments, and rituals.

**CNS 5335 The Diamond Approach®** (2 quarter units)

The Diamond Approach is a contemporary spiritual path to inner realization developed over the past 40 years by A.H. Almaas and Karen Johnson. It is resonant with the deepest levels of traditional mystical traditions, including Buddhism and Sufism, while also incorporating modern psychological process, thereby providing an effective path to the development and realization of our full potential as human beings. A central orientation of the Diamond Approach is to see how our immediate experience – no matter what it is – can be either a barrier or a doorway to the depth of who and what we are. The practice of inquiry helps us to uncover the conditioning and beliefs that gradually restrict our consciousness as our egoic self develops during childhood, and reveals our access to deeper qualities of being such as love, joy, vitality, power, and trust. The course will introduce some of the central teachings and practices of the Diamond Approach, giving students a taste of its unique combination of spiritual practice, metaphysical exploration, and

psychological insight, all in the service of an immediate, intimate, and open-ended journey of discovery.

**CNS 5347 Spirituality, Symbols, and Dreams** (2 quarter units)

Dreams have awakened human beings to religious experience and spiritual perception since the dawn of humanity. This course examines perennial spiritual themes that appear in our dreams, such as: the presence of the numinous or the sacred; experiences of the religious emotions; the dynamics of fragmentation and oneness, healing and balance in the psyche; the developmental and transformative role of dreams; dreams of fate, purpose and destiny; dreams of life and death; earth and nature dreams; cosmic dreams; and dreams and the subtle body. Students are expected to engage with dreams as a spiritual practice and the subjective states that arise through dreaming throughout the course.

**CNS 5349 Integral Life Spiritual Practice** (2 quarter units)

The complex challenges of our time demand that we give the best of ourselves to the world, yet many of these challenges leave us with little time for self-care or self-cultivation. An integral life practice, which draws on both ancient and modern insights and techniques as well as the principles of cross-training to maximize the effectiveness of our efforts, offers a streamlined approach to transformative practice and thriving. Through this course, students engage in individual and collective self-assessment exercises, and learn to design and implement an integrative program of practices to promote physical health, emotional balance, mental clarity, and spiritual awakening.

**CNS 5405 Transformational Leadership** (2 quarter units)

*Prerequisites: CNS 5275 and CNS 5017*

This course explores principles and practices of Transformational Leadership, and application of these principles to personal and professional development. Course topics include: development of capacities such as a high level of self-awareness, deep listening personal accountability, integrity and emotional intelligence; challenging the status quo; encouraging creativity; fostering diversity, inclusion and supportive relationships; articulating a clear vision; managing conflict and motivating others to achieve their unique leadership potential; application of systems thinking/theory; creating vision and courage to implement change; embodiment of Wisdom and Compassion in Action, and strategies for actualizing and manifesting personal and professional intentions and goals. Course includes readings, experiential exercises, and application of leadership to personal and professional projects.

**CNS 5410 Teaching Practicum A** (2 quarter units)

In this course students learn to develop classroom teaching skills and activities for university- level adult learners, including presentation and facilitation skills, as well as

leading discussions and experiential activities. Students develop lesson plans, assess their personal teaching styles, and discuss philosophical principles of holistic education.

**CNS 5411 Teaching Practicum B** (2 quarter units)

*Prerequisites: CNS 5410*

With the skills acquired in CNS 5410, students plan, develop, market and present workshops on topics of their choice. The result is a workshop curriculum in an area of expertise that can be offered professionally in other settings.

**CNS 5430 Coaching Practicum A** (1 quarter unit)

Students continue to build and deepen their coaching skills through practice and review the coaching competencies. Other key topics include coaching agreements, use of intake questionnaires, self-care for coaches, and considerations for setting up a coaching practice.

**CNS 5432 Coaching Practicum B** (1 quarter unit)

Students are observed coaching and receive detailed feedback from a coaching mentor. Written and practical examinations are administered as the final step in obtaining the Coaching Certificate/Specialization (depending on student's program) and to conform to the requirements of the International Coach Federation and other credentialing organizations.

**CNS 5452 Change Theory for Coaches** (1 quarter unit)

This course looks at what motivates people to make sustainable changes in their lives. Change theories covered include Bridges' Transition Theory, the Transtheoretical Model, Self-Determination Theory, and the Immunity to Change Model. We will also cover transformative learning theory, Kolb's experiential learning cycle, and Paulo Freire's concepts of praxis and critical consciousness as key models for working with adults. Coaching students explore how they can use these theories and models to help their clients realize their goals and achieve lasting change.

**CNS 5453 Foundations of Coaching** (2 quarter units)

*Prerequisites: CNS 5017*

The demand for coaching is ever increasing to meet the challenges of living in today's complex world. Discover what is needed to develop an effective and trusted coaching relationship that creates meaningful and sustainable change. Learn how to coach from an integral perspective that engages the complexity and potential of the whole person—mind, body, heart and spirit. The focus of this course will be on understanding what is required at each stage of the coaching process, while developing the coaching competencies as defined by the International Coaching Federation. This course will be taught in a dynamic, practiced-based approach, and is appropriate for managers, consultants, and those interested in integrating coaching into their profession.



### **CNS 5455 Professional Identity - Life Purpose**

(3 quarter units)

Using multiple soul-encounter technologies (Jungian Journaling, Entelechy Method, Guided Meditation, Cross Species Dialogue, 20-Years Process, and Voice Dialogue) students explore different aspects of their soul's calling in relation to work, including the eight dimensions of purpose: Vision, Values, Powers, Essence, Give-away, Mission, Message and Delivery System. Emerging from multiple soul-encounters, students uncover a picture of their optimum work life: where they know their unique gifts and how (and where) to deliver them, for whom they are meant for, and a strong business plan that allows for success in both the survival dance of making a living and the sacred dance of embracing one's true purpose.

### **CNS 5465 Starting Your Own Business** (2 quarter units)

Starting one's own business affords the opportunity to infuse one's work with consciousness principles and systems change. For those considering opening a practice as a consultant, coach, therapist or body worker, or developing any type of new startup company, this course examines the basics needed to turn a great idea into a business reality. This course honors the holistic framework within the context of starting a business and considers the mind, body and spirit as contributing equally to our work in the world. Among the topics covered are: analyzing life values and priorities; determining business goals and strategies; launching and managing the business; building financial success; and marketing products and services.

### **CNS 5610 MA Integrative Project A** (1 quarter unit)

*Prerequisites: CNS 5127*

Students implement participatory action research methods in service of consciousness growth and systems change, conducting research for their research project designed in CNS 5127. Projects typically engage in four cycles of action and reflection, plus a final meaning making meeting. The research project gives students experience in small group facilitation.

### **CNS 5611 MA Integrative Project B**

(1 quarter unit)

*Prerequisites: CNS 5610*

In this course, students assimilate the key learnings from their research project conducted in service of consciousness growth and systems change. They prepare their final integrative paper, reporting on their learnings from their research project conducted in CNS 5610. They also present their project and learnings in class. The research project develops an area of expertise within the interdisciplinary field of consciousness studies and offers a bridge to right livelihood.

### **CNS 5613 Consciousness Studies Integration** (1 quarter unit)

*Prerequisites: CNS 5126*

This course, taken at the conclusion of the program, offers students the opportunity to integrate their cumulative learnings from the Consciousness and Transformative Studies curriculum, with a focus on conceptual review and mastery of key concepts and major principles in the field of consciousness studies. The course is taught seminar style and focuses in depth on one of the Program Learning Outcomes. Additionally, students apply these concepts and principles in a personal essay exploring their own transformation of consciousness throughout the program.

### **CNS 5616 Self-Marketing: Publishing and Traditional Media** (2 quarter units)

This professional development course focuses on preparing, packaging and disseminating information to both general and specific audiences, with a specific eye on publishing projects and ideas that support consciousness growth and systems change. Course topics include: writing book proposals and query letters; assessing markets and dealing effectively with contracts, agents, editors and publishers; self-publishing; presentation skills; self-promotion and marketing through traditional media (radio, TV, print, online magazines), personal and public relations, and interviews. Through written assignments with a practical purpose, students gain an understanding of how best to get their messages and material out. This class provides the groundwork for students towards the support of business development and creative outlets such as book publishing and media appearances. The practical knowledge and skills further students' professional development and credibility as experts in their own topic areas.

### **CNS 5617 Self-Marketing: Social Media** (1 quarter unit)

This professional development course focuses on building an effective online business structure, selecting an audience and creating content designed to promote oneself and business via social media. Through class lectures and discussions, videos, readings, written assignments and experiential exercises, students gain an understanding of how best to get their messages and material out and promote themselves online. This class is dedicated to providing a participatory experience for students to create a strong, cohesive online presence designed to drive business and support further business development and creative outlets. The practical knowledge and skills gained further students' professional development and credibility as experts in their own topic areas, as well as support their creativity in projects aimed at consciousness growth and systems change.

### **CNS 5620 Issues in Consciousness Studies** (variable quarter units)

Issues in the field of Consciousness Studies are explored,

with topics varying according to student interests. Credit/No Credit. May be repeated for credit with a change of topic.

**CNS 5670 Advanced Writing and Publishing** (2 quarter units)

Share your vision, knowledge, and wisdom by getting published. For students who have the intent and potential to publish their work: This 2-unit course will help you refine your writing and prepare for publication. A prerequisite for this course is that you have an already-written paper—this paper must be well-written, worked through, and/or have received an A grade in a previous course. We will work together to polish your paper into a manuscript ready for publication. You will learn how to: structure your paper, find your readers, identify the value of your paper, fine-tune your text, write a pitch letter, and know when to send multiple submissions. Not just theory, by the end of this course you will submit your work for publication. Not all writers become authors without guidance; this course creates the container for you to step into authorship.

**CNS 5800 Issues in Philosophy** (variable units)

In-depth research and analysis of specific topics in philosophy and consciousness. Focus varies with instructor and student interest.

**CPY – COUNSELING PSYCHOLOGY**

**CPY 5001 Holistic Approaches to Counseling Psychology** (3 quarter units)

This course is a survey of holistic approaches to counseling psychology. Theories and practices of transpersonal, somatic, and depth psychology will be examined.

**CPY 5002 Group Process A** (3 quarter units)

This course introduces students to both theoretical and experiential understanding of group process. The class is an introduction to psychoeducational, psychotherapy, counseling and tasks groups. An overview of multiple models and techniques are applied in experiential practice, including stages of group development, group leadership, and facilitation skills and styles. An ongoing group experience is required so that students may reflect upon their own skills and self as a therapist.

**CPY 5003 Group Process B** (2 quarter units)

This course is a continuation of Group Process A and through class participation, students learn group theory and group facilitation skills.

**CPY 5004 Ethics and the Law** (3 quarter units)

This course examines legal and ethical issues related to the practice of Marriage and Family Therapy and Professional Clinical Counseling. Class topics include ethical and legal obligations of licensees, legal trends in mental health and family law, professional behavior, and the impact of

therapist's values on practice. Students will be asked to examine their own values, biases, beliefs, and concerns in an effort to prepare them to face sensitive and sometimes controversial legal and ethical decisions.

**CPY 5005 Therapeutic Skills A** (3 quarter units)

This is the first of a three-quarter sequence designed to teach basic communication skills. Students will explore the use of communication in day-to-day life, relationships, work settings, therapy and other forms of interaction between people, working within a multicultural context, and using a humanist-existential approach. In order to master basic skills in counseling communication, students will be challenged to develop an increased awareness of themselves and their relationship with themselves. Then from there, students will be asked to begin examining their beliefs systems, how they perceive others, how they interpret events and how those dynamics influence their verbal and non-verbal communication. Through the use of lectures, readings, in-class exercises, dialogues, assignments, and practice counseling interviews, students will have the opportunity to explore and learn effective counseling communication.

**CPY 5006 Therapeutic Skills B** (3 quarter units)

This is the second of a three-quarter sequence designed to teach basic communication skills. Students will explore the use of communication in day-to-day life, relationships, work settings, therapy and other forms of interaction between people in multicultural context and using a psychodynamic approach. In this course, students will learn about transference, countertransference, and defense mechanisms in the context of the therapeutic relationship and therapeutic process. Through the use of lectures, readings, in-class exercises, dialogues, assignments, and practice counseling interviews, students will have the opportunity to explore and learn effective counseling communication.

**CPY 5007 Therapeutic Skills C** (3 quarter units)

This course is a practical application of the skills and principles learned in Therapeutic Skills A and B. Additionally, the course will cover the principles and skills of marriage and family counseling and couples therapy.

**CPY 5008 Counseling Theory and Practice A** (3 quarter units)

This course serves as the beginning of a survey of historical and empirical foundations of therapeutic theories and their effectiveness. The course is an introduction to the theories and practices of counseling psychology including family systems theories, methods for assessment of family interaction patterns, and intervention strategies.

**CPY 5009 Counseling Theory and Practice B** (3 quarter units)

This course closely examines cognitive-behavioral, post-modern and integrative approaches to individual, couple, and

family therapy. Evidence-based treatment models and common factors in research are explored.

**CPY 5010 Cultural and Social Justice Issues in Counseling** (3 quarter units)

Provides an overview of the field of cross-cultural issues related to counseling. The course is specifically designed to enhance students': a) awareness and appreciation of their own cultural identities through theoretical frameworks; b) understanding of variables that affect therapeutic process and outcomes for diverse individuals, couples, and families; c) knowledge of evidence-based practices, community-defined evidence, and cultural adaptation of effective practices; and d) skills in committing to cross-cultural sensitivity as an ongoing, developmental process in becoming and practicing as a therapist.

**CPY 5011 Child, Adolescent and Family Therapy** (3 quarter units)

This course examines the psychological issues of childhood and early adolescence and provides an overview of assessment, diagnosis, and treatment planning, using the DSM-5 as related to children and adolescents.

**CPY 5012 Diagnosis and Assessment** (3 quarter units)

This course focuses on the history, development, use, and critique of the DSM-5 and diagnoses will be explored from various viewpoints. Culturally sensitive diagnosis is included as well as the scope of LPCC and LMFT practice, use of referrals, inter-disciplinary and inter-agency cooperation, and wellness/recovery principles. Introduces the working model of client case formulation, assessment/diagnosis, and treatment planning.

**CPY 5013 Pre-Practicum/Child Abuse Assessment** (1 quarter unit)

This course is two-fold. It is designed to make sure that face-to-face practicum hours and supervision will count as BBS-practicum-experience when a JFK-student's-approved practicum starts or ends during an ongoing quarter or session in such a way that it cannot qualify for a full practicum course. Additionally, this course covers the following topics: recognizing and assessing physical, sexual, and emotional abuse and neglect; legal definitions of child abuse; legal reporting requirements and process; crisis intervention for the victim, families, and abusers; cross-cultural concerns; counter-transference issues; and community resources. It meets the requirement of AB141 for seven hours of training for MFT licensure and must be taken prior to the beginning of field placement.

**CPY 5201 Advanced Diagnosis and Assessment** (3 quarter units)

This course focuses on the history, development, use, and critique of the DSM-5 and diagnoses will be explored from various viewpoints. Culturally sensitive diagnosis is included

as well as the scope of LPCC and LMFT practice, use of referrals, inter-disciplinary and inter-agency cooperation, and wellness/recovery principles.

Personality disorders are reviewed.

**CPY 5202 Holistic Approaches to Diagnosis and Assessment** (3 quarter units)

An examination of traditional and holistic diagnostic systems including the DSM-5 and various holistic typologies. Assessment methods and therapeutic strategies appropriate to different diagnostic categories are covered.

**CPY 5203 Somatic Approaches to Diagnosis and Assessment** (3 quarter units)

An examination of traditional and somatic diagnostic systems including the DSM-5 and somatic typologies. Assessment methods and therapeutic strategies appropriate to different diagnostic categories are covered.

**CPY 5204 The Family Life Cycle** (3 quarter units)

This course examines individual and family life cycle stages and transitions including: childhood, adolescence, launching, courtship, marriage, childbirth, becoming a family, separation, divorce, blended families, midlife, aging and death. Human growth and development, intergenerational theory, relational changes, contextual factors and multicultural considerations form a framework for the examination of life cycle stages and transitions.

Students reflect on their own family of origin, clinical applications and implications for self-of-the-therapist development.

**CPY 5205 Principles of Somatic Psychology** (3 quarter units)

The course is an introduction to the fundamentals of somatic psychology, the field, and its basic concepts and values. Areas of focus include history, issues, principles, and practices with attention to the origins and psycho-emotional consequences of the mind-body split. Students are introduced to basic practices such as sensory tracking, centering, and self-forming, and the concepts of dynamic systems and self-regulation.

**CPY 5206 Jungian Psychology** (3 quarter units)

This course is an overview of basic Jungian concepts, models of the psyche and processes. It will encourage the engagement with these concepts on a personal level and explore applications on the clinical level.

Additionally, this course includes the nature of archetypes, myth, ritual, dreams, and how to work with clients using these resources as well as how these elements are present in our own lives and culture.

**CPY 5207 Advanced Child, Adolescent and Family Therapy** (3 quarter units)

The course examines the theories and practices in working

with children and adolescents within individual, systemic, and multicultural contexts. Topics include a variety of clinical techniques and treatment modalities within different theoretical orientations. Students participate in experiential learning activities to bridge theory with application.

**CPY 5208 Body Oriented Psychotherapy** (2 quarter units)

This course is an introduction to and exploration of the field of body-oriented psychotherapy. It covers the history of the field; various styles, forms and techniques of the work that have evolved and major topics and issues involved in doing body-oriented psychotherapy.

**CPY 5209 Fundamentals of Transpersonal Counseling** (2 quarter units)

This course will provide an overview of the concepts and theories of Transpersonal Counseling, including depth, integral, perennial and non-dual perspectives. It will encourage the engagement with these concepts on a personal level and explore applications on the clinical level.

**CPY 5210 - Brief Therapy** (2 quarter units)

This course examines theories and methods of brief therapy from systemic and individual psychotherapy perspectives. Topics include problem identification, goal formulation, languaging, problem solving and solution building. Students will learn philosophical and theoretical premises of approaches, and practice clinical application through experiential activities.

**CPY 5211 - Crisis and Trauma** (3 quarter units)

This course provides an overview of crisis theory and management, and disaster and trauma causing events and their interventions. A brief overview of trauma theory is presented. Students will learn current strategies for working with individuals, couples, and families impacted by personal, familial, intergenerational, community, and crisis and trauma events. This course covers the BBS requirement for Suicide Risk Assessment and Intervention.

**CPY 5212 Addiction Studies** (3 quarter units)

This course provides core information about alcohol and drug addiction, including the physical, psychological, and systemic impact they have on individuals, couples, and their families. Research and assessment on systemic treatment approaches for youth, adults, minorities, and co-occurring disorders are reviewed. Students will learn about appropriate collaboration with other professionals, and about how to make appropriate referrals.

**CPY 5213 Family Violence and Elder Care** (2 quarter units)

This course looks at the whole family system and the impact of violence and abuse upon it. Trauma issues and their impact on each family member will be discussed, as well as the physiological effect of trauma on the brain. Topics include

identification and treatment of abusers; victims and the children and teens living with them; attachment and physiological issues that keep couples together; identification, treatment, and reporting issues of elder and child abuse; cultural, religious, and LGBTQIA+ issues and abuse; and countertransference issues. In addition, mental health issues in aging and long-term care will be addressed. Therapeutic strategies will be presented to enhance collaboration between families and care providers and maximize quality of life for the elder client.

**CPY 5214 Sexuality Studies** (2 quarter units)

This course covers a diverse range of human sexual and intimate behaviors throughout the lifespan. The course examines the impact of gender, race, age, religion, health/disability and gender identity and sexual behaviors and disorders. Students will examine their attitudes, beliefs and values.

**CPY 5216 Dance and Movement Therapy** (3 quarter units)

Through experiential exercises, readings and discussion, participants will explore theories and methods in dance/movement therapy. Students will examine and experience foundational tenants defining dance/movement therapy as a creative, expressive, communicative process. Discussions and experiences will include the history and aesthetic basis of dance/movement therapy with a focus on theories and methods for the non-hospitalized, higher functioning client. Students will explore dance/movement therapy techniques and methods and strengthen their leadership skills in dance/movement therapy with sensitivity to diversity and multi-cultural perspectives.

**CPY 5217 – Advanced Couple Therapy** (3 quarter units)

This course introduces students to the modality of couples therapy. Empirically based and non-empirically based models of treatment will be explored. Students will participate in experiential learning activities designed for practicing fundamental clinical skills in couples counseling.

**CPY 5218 Holistic/Somatic Approaches to Trauma** (2 quarter units)

This course provides an overview of the concept of trauma and trauma treatment from an integrative holistic and somatic perspective. Current diagnoses overtly linked to trauma (PTSD, Acute Stress Disorder, Complex PTSD and Developmental Trauma Disorder) will be discussed. Conceptual distinctions will be made between developmental wounding, developmental trauma, and shock trauma. Topics covered include phase-oriented treatment, dissociation models, and building somatic and relational resources. Students will participate in experiential learning activities designed for practicing fundamental clinical skills in trauma treatment. Attention will be paid to the phenomena of the intersubjective field, vicarious traumatization and compassion fatigue.

**CPY 5219 Psychological Testing** (3 quarter units)

A survey course designed to help students understand the basic concepts and applications of psychological testing and the psychometric properties of psychological tests. This course will emphasize the appropriate applications and limitations of many of the current psychological tests—especially with regard to their use with people of non-dominant cultures. Issues of validity and ethics will be reviewed in this regard.

**CPY 5220 Specialization Seminar** (4.5 quarter units)

Further in-depth exploration on specific topics of interest. This course will vary in topic, based on specialization.

**CPY 5301 Psychopharmacology** (4.5 quarter units)

This course provides a comprehensive overview of psychotropic medication options, including biochemical makeup, function, and possible side effects, utilized to treat mental disorders. Students will be exposed to the basic physiology and function of the brain as it relates to the use of psychotropic medications and basic psychological dysfunctions, e.g., mood disorders, ADHD, ADD, OCD, intermittent explosive disorder, and psychotic disorders. Also examines the increased collaboration among mental health and medical practitioners as psychopharmacological interventions become more common in client populations served by Professional Clinical Counselors.

**CPY 5304 Theories of Career Development** (4.5 quarter units)

This course provides an opportunity for students to learn and evaluate several key career development theories and practice how to integrate and apply aspects of theories to their counseling work with diverse client populations. Students will understand the importance of theory in career development and life planning, learn the historical and philosophical perspective of career development, recognize current challenges in existing theories, explore emerging issues and trends, and appreciate the complexity of career choice, decision-making, and satisfaction of clients.

**CPY 5305 Culminating Exam**

(0.5 quarter units)

This course prepares students for the LMFT and the LPCC licensing exam and functions as a comprehensive examination of the program material. This course is completed in the last quarter prior to graduation.

**CPY 5401 Practicum A / Case Seminar**

(3 quarter units)

This course meets the BBS requirements for clinical training experience for MFT and PCC trainees. Students along with the support of their Field Coordinator will have the opportunity to select and work in an approved community mental health agency. This course involves a formal presentation of ongoing clinical cases.

Students will present videotape, audiotape, and /or treatment studies in class for feedback on case conceptualization, systemic theory application, and treatment planning that is consistent with theoretical orientation. Students will learn the application of both individual and systemic theories.

**CPY 5402 Practicum B / Case Seminar** (2 quarter units)

This course meets the BBS requirements for clinical training experience for MFT and PCC trainees. Students along with the support of their Field Coordinator will have the opportunity to select and work in an approved community mental health agency. This course involves a formal presentation of ongoing clinical cases. Students will present videotape, audiotape, and /or treatment studies in class for feedback on case conceptualization, systemic theory application, and treatment planning that is consistent with theoretical orientation. Students will learn the application of both individual and systemic theories.

**CPY 5403 Practicum C / Case Seminar** (2 quarter units)

This course meets the BBS requirements for clinical training experience for MFT and PCC trainees. Students along with the support of their Field Coordinator will have the opportunity to select and work in an approved community mental health agency. This course involves a formal presentation of ongoing clinical cases. Students will present videotape, audiotape, and /or treatment studies in class for feedback on case conceptualization, systemic theory application, and treatment planning that is consistent with theoretical orientation. Students will learn the application of both individual and systemic theories. Additionally, this course includes an evaluation of the student's comprehensive knowledge and skills.

**CPY 5404 Practicum D / Case Seminar** (2 quarter units)

This course meets the BBS requirements for clinical training experience for MFT and PCC trainees. Students along with the support of their Field Coordinator will have the opportunity to select and work in an approved community mental health agency. This course involves a formal presentation of ongoing clinical cases. Students will present videotape, audiotape, and /or treatment studies in class for feedback on case conceptualization, systemic theory application, and treatment planning that is consistent with theoretical orientation. Students will learn the application of both individual and systemic theories.

**CPY 5405 Supplemental Practicum** (1 quarter unit)

This course is the fifth quarter Practicum in an approved community mental health agency. The course meets the BBS requirement for clinical training experience and offers individual and group supervision. Students may repeat course for additional hours accrued toward degree completion.

## **PSD – CLINICAL PSYCHOLOGY**

### **PSD 7003 History and Systems of Psychology** (3 quarter units)

This course discusses the evolution of modern psychology with regard to theories, systems and practices. It is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology, examining the philosophical, epistemological, cultural, and sociopolitical contexts and consequences of the major systems in the development of contemporary psychology.

### **PSD 7007 Clinical Interviewing Skills I** (3 quarter units)

This course is the first of a two course sequence. It is designed to teach students fundamental clinical interviewing skills. Students will learn the basic attending skills required to establish and maintain a therapeutic relationship, including empathy, listening, reflecting, focusing and formulating questions. Students will also practice skills related to informed consent, confidentiality, and cultural sensitivity. The importance of taking into consideration contextual variables such as culture and ethnicity, language, socioeconomic status, migration, political conditions during the interview process is emphasized.

### **PSD 7008 Clinical Interviewing Skills II** (3 quarter units)

*Prerequisites: PSD 7007*

This course is the second in a two course sequence. It builds upon the foundational clinical interviewing skills acquired in PSD 7007. Students will utilize these skills in establishing and maintaining a therapeutic relationship. Students will acquire additional skills such as confrontation and summarizing. In addition, specific situations such as suicide assessment, interviewing couples and younger clients will be addressed. The course will also explore clinical skills such as case formulation and report writing, peer supervision, the mental status examination, assessment of the client's presenting problems, issues with difficult clients, and making appropriate referrals.

### **PSD 7009 Group Clinical Skills** (2 quarter units)

*Prerequisites: PSD 7007, PSD 7008*

Students explore the foundations of group therapy and engage in role plays to develop group clinical skills. Group process and group models in different theoretical orientations are discussed, including the role of a leader and leadership styles. Students experience group dynamics through role-playing and other strategies conducive to building a cohesive group experience throughout the seminar year. The dynamics of conflict and techniques for conflict resolution are emphasized with attention to the impact of diversity on conflict management.

### **PSD 7015 Adult Psychopathology I** (3 quarter units)

This is the first of a two course sequence. It examines the way in which individual psychopathology is classified, described,

diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. Other readings inform students about current research findings on the diagnosis and treatment of mental disorders. Students are expected to become familiar with the structure, content, and clinical use of the DSM-5 and learn to apply formal diagnostic classification to specific case examples. This course emphasizes the process and problems of individual assessment (including the use of outcome measures in psychotherapy) and diagnosis that arise within the practice of clinical psychology. Students are also introduced to the historical, political, and contextual issues regarding the diagnosis and categorization of human experience.

### **PSD 7016 Adult Psychopathology II** (3 quarter units)

*Prerequisites: PSD 7015*

This is the second of a two course sequence. It continues to examine the way in which individual psychopathology is classified, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. In addition, students are introduced to the World Health Organization's (WHO) ICD classification system of mental, behavioral and neurodevelopmental disorders as well as the WHO International Classification of Function designed to accompany the use of the ICD. Students continue to learn to apply formal diagnostic classification to more complicated case examples.

### **PSD 7035 Ethnographic Placement** (2 quarter units)

*Co-requisites: PSD 7046, PSD 7047*

Students are placed for eight hours per week in settings, generally schools or community mental health agencies, which allow them to engage in an ethnographic observation/participation of individuals and groups that are culturally different from the students in significant ways. The ethnographic placement is designed to enhance clinical and cultural competence by broadening the student's exposure and appreciation of "others," while gaining an in-depth understanding of his or her own assumptions, stereotypes, and biases.

### **PSD 7046 Group Process** (1 quarter unit)

*Co-requisites: PSD 7035, PSD 7047.*

Students explore the foundations of group therapy and engage in group process over the course of three quarters. They reflect upon the group dynamics of their ethnographic placement, their own collective experience within the IPS and the range of perspectives encountered in the assigned academic reading. They also explore the meanings of cultural differences in a group context. In the Fall quarter, students explore the foundations of group therapy with particular

emphasis on the beginning stages of group development. Students also participate in group process with a self-reflective focus on the multicultural course content. In the Winter quarter, students explore the foundations of group therapy with particular emphasis on the working stages of group development. Students also participate in group process with particular emphasis on self-reflection as well as multicultural and group dynamics related to power, privilege, and oppression. In the Spring quarter, students explore the foundations of group therapy with particular emphasis on termination, and the closing stages of group development. Students also participate in group process with particular emphasis on self-reflection, as well as clinical considerations of multicultural and group dynamics related to power, privilege, and oppression.

**PSD 7047 Multicultural Awareness in Professional** (2 quarter units)

In this part of the IPS curriculum students examine and critically consider contemporary and empirical literature in multicultural psychology. Students explore the effects of power, privilege, and oppression on psychological functioning. Students are encouraged to develop self-awareness and a heightened sensitivity to their own values, cultural assumptions, beliefs, and biases to understand how these serve as both resources and barriers to the effective delivery of mental health services to diverse populations. In the Fall quarter, students examine and critically consider foundational and current literature in multicultural psychology, particularly as it relates to immigration, social class, race, privilege, and oppression. In the Winter quarter, students will examine and critically consider foundational and current literature in multicultural psychology, particularly as it relates to sexual orientation and gender. In the Spring quarter, students will examine and critically consider foundational and current literature in multicultural psychology, particularly as it relates to disability, ageism and social justice. Corequisites: PSD 7035, PSD 7046.

**PSD 7104 Social and Cultural Bases of Behavior** (3 quarter units)

This course provides students with an overview of Social Psychology and other domains of psychological research addressing the nature and influence of culture, with an emphasis on social psychology research and theory relevant to multiculturalism, social justice and professional ethics. The course will also address some key pieces of organizational psychology research which could also be classified as social psychology.

**PSD 7107 Biological Bases of Behavior** (3 quarter units)

This course offers a practical, clinical, and evidence-based description of the functional anatomy and physiology of the human nervous system. Normal and abnormal development and functioning of the nervous system is presented, including

concepts of neuronal physiology and maturation, sleep, arousal and attention, acquiring and retaining information, and various aspects of a person's ability to act on and adapt to changing environments. Application of this information to clinical practice, research, and personal experience is encouraged. Gender, age, and racial/ethnic differences in physiological processes, as they relate to behavior and experience, are presented in light of new neuropsychological, neuroimaging, and neurophysiological research findings. The ways in which psychological symptoms can arise from physical problems will be discussed to facilitate accurate and comprehensive clinical diagnosis.

**PSD 7108 Cognitive and Affective Bases of Behavior** (3 quarter units)

This course provides students with an overview of classical and recent research in the areas of cognitive psychology and cognitive neuroscience, as well as theories of emotion. While the emphasis of the course is on the science of psychology, the relevance of these models to diversity-competent clinical practice is also reviewed.

**PSD 7114 Psychometrics: Foundations in Psychological Assessment** (3 quarter units)

This course is designed to provide first-year students with an overview of psychometric principles and introduce them to the various types of psychological assessment tools such as cognitive and intellectual testing and measurement of personality. The course covers the foundations of psychological assessment, tools used in psychological measurement (e.g., test construction) essential characteristics of psychological measurement (e.g., reliability and validity), and the application of measurement (e.g., tests of intelligence, personality assessment). This course is a prerequisite for the Assessment Series courses (PSD 7115, 7116, and 7117).

**PSD 7115 Assessment I/Intellectual & Cognitive Assessment and Lab** (4 quarter units)

*Prerequisites: PSD 7008, PSD 7016, PSD 7114*

This is the first of a three course sequence. This course is designed to provide the student with a broad understanding of the intellectual/ cognitive assessment of adults, adolescents, and children. Teaching will include administration, scoring, and interpretation of some of the widely used cognitive, achievement, and neuropsychological screening measures: The Weschler Adult Intelligence Scale-IV (WAIS-IV), the Weschler Intelligence Scale for Children-IV (WISC-V), the Wide Range Achievement Test 4 (WRAT 4), and the Bender II. Students will also learn about alternative cognitive measures including the Test of Nonverbal Intelligence 3 (TONI 3) and the Peabody Picture Vocabulary Test-IV (PPVT-IV). Students will also be taught how to conduct a thorough mental status exam with clients. The historical, cultural, linguistic, and socio-economic contexts of assessment and evaluation will be emphasized. A

weekly lab is required.

**PSD 7116 Assessment II/Personality Assessment I and Lab** (4 quarter units)

*Prerequisites: PSD 7115*

This is the second of a three course sequence. It is designed to provide the student with a focused understanding of the Minnesota Multiphasic Inventory-2 (MMPI-2), the Myers Briggs Type Indicator (MBTI), the NEO, and outcome measures. Students will learn about the psychometric properties of the measures as well as learn to administer, score, and interpret them. Other personality measures such as the Personality Assessment Inventory (PAI) and the Beck Depression Inventory will be introduced. Additionally, the field of therapeutic assessment will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data while incorporating historical and socio-cultural contextual information, and providing feedback and clinically useful recommendations will be included. A weekly lab is required.

**PSD 7117 Assessment III/ Personality Assessment II and Lab** (4 quarter units)

*Prerequisites: PSD 7116*

This is the third of a three course sequence. It is designed to provide the student with knowledge and experience in the area of projective personality assessment. Students will learn to administer, code, score, and interpret the Rorschach using the Rorschach Performance Assessment System. Students will also learn to utilize other projective assessment techniques and the Rotter Incomplete Sentences Blank. Current research in the field of projective assessment will be presented. Multicultural considerations will be integrated throughout the course, and the historical and sociocultural contexts of evaluation will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data, providing feedback and clinically useful recommendations. Emphasis will be placed on the integration of cognitive, personality, and projective assessment findings within the context of history, mental status, behavioral observations, SES and culture. A weekly lab is required.

**PSD 7118 Assessment Practicum** (1 quarter unit)

*Prerequisites: PSD 7117*

The Assessment Practicum is specifically designed to provide our doctoral students with clinical assessment training and experience that they would otherwise not have in their clinical practicum sites. This practicum is specifically designed for those students who have not and will not have completed 6 assessment batteries on actual clients prior to internship. APPIC defines a battery as an assessment utilizing at least 2 different measures from different groups; for example, a WAIS-IV and MMPI-2 OR a PAI and Rorschach.

**PSD 7119 Neuropsychological Assessment Practicum** (1 quarter unit)

*Prerequisites: PSD 7160A, PSD 7160B, & PSD 7160C*

Students will be assigned neuropsychological assessment cases from the JFK Assessment Clinic and other, outside sources. They will receive instruction in neuropsychological intake interviewing and history taking; selecting the appropriate tests for the referral question; administering, scoring, and interpreting tests not already covered in the neuropsychology sequence; how to write an effective neuropsychological report; and how to consult with referral sources. Group meetings will offer further didactic training and a forum to discuss issues and findings from the students' cases.

**PSD 7122 Psychodynamic Theory and its Application to Diverse Population** (3 quarter units)

This course introduces the essential concepts and assumptions of psychodynamic theory. The course reviews the historical beginning of early psychoanalysis reflecting on the many changes in the theory that have culminated in current tensions and controversies within the field. Using a comparative framework, students will study the basic concepts of drive theory, ego psychology, object relations theory, self-psychology, and contemporary relational theory. The concepts such as conflict, the unconscious, defense, transference, countertransference, and inter-subjectivity will be introduced. The application of psychodynamic concepts in clinical work, including the therapeutic process and its limitations with diverse populations will be discussed.

**PSD 7123 Cognitive Behavioral Theory & Its Application to Diverse Populations** (3 quarter units)

This course introduces the basic tenets of CBT and the various forms of this perspective. Discussions of the philosophy of CBT and the structure of a CBT case conceptualization set the stage for more detailed work with the kinds of disorders for which CBT has demonstrated effectiveness. The interventions and evaluation procedures commonly used by CBT practitioners are demonstrated and discussed with regard to their applicability to various forms of psychological, emotional, or social problems. Consideration of the applications and limitations of CBT to diverse populations are woven into the fabric of each discussion.

**PSD 7124 Family Systems Theory and Its Application to Diverse Populations** (3 quarter units)

This course offers the basics in family systems theory and the historical context from which it arose. Students learn the application of systems theory to the treatment of a variety of family systems. A comparison and critique of systems theory from a postmodern perspective is included. The limitations of systems theory to families of diverse backgrounds are considered, and modifications of systems models that better meet such families' needs are proposed.



### **PSD 7126 Applied Clinical Theory**

(3 quarter units)

*Prerequisites:* PSD 7122, PSD 7123, PSD 7124, PSD 7135

This is an intermediate to advanced level course exploring the application of clinical theory and case conceptualization to in-session process. Emphasizing clinical adaptability, the class will explore the applicability of multiple theoretical perspectives, including psychodynamic, cognitive, and systems approaches, to the stages of treatment, including initial rapport development, assessment, working stage, and termination. Moments of impasse and turning points in treatment, as well as transference and countertransference dynamics, will also be explored through this multi-theoretical lens.

### **PSD 7131 Psychology and Treatment of Substance Use**

(3 quarter units)

*Prerequisites:* PSD 7016

This course focuses on the identification, assessment, and treatment of individuals who are abusing substances. The influence of socioeconomic status, cultural context, and the variations in substance use and abuse across groups will be considered.

### **PSD 7135 Beginning Practicum**

(2 quarter units)

*Co-requisite:* PSD 7147

*Prerequisites:* PSD 7008, PSD 7016, PSD 7035, PSD 7141

This course is taught over three quarters, in conjunction with PSD 7146 and PSD 7147. The second-year practicum is a clinical placement where students apply the knowledge and skills they have acquired in the first year. PSD 7135 gives students credit for their practicum work. In class, students do weekly practicum check-ins and formal case presentations of clients. Theoretical conceptualizations are emphasized.

### **PSD 7141 Ethical and Legal Issues in Professional Psychology**

(3 quarter units)

This course focuses upon the legal and ethical issues related to the practice of psychology. Students explore issues which include, but are not limited to, licensing, scope of practice, competence, informed consent, client welfare, confidentiality (and its exceptions), and professional conduct. Also covered are issues related to the treatment of minors, couples, groups, and the use of technology in clinical psychology, as well as issues related to working with individuals with cultural, contextual, and individual differences from those of the provider. In addition, students will be introduced to methods of critically evaluating their professional behavior. The course emphasizes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession's scope of practice and role of the psychologist.

### **PSD 7147 Multicultural Proficiency in Professional Psychology** (1 quarter unit)

*Co-requisites:* PSD 7135, PSD 7146.

*Prerequisites:* PSD 7008, PSD 7016, PSD 7035, PSD 7141

This course is taught over three quarters, in conjunction with PSD 7135 and PSD 7146. This course examines the ways diverse cultural perspectives are experienced within the clinical interchanges of psychotherapy. In addition, there will be a focus on clinical treatment interventions with specific populations and exploration of their relative effectiveness and the impacts on both therapist and client. Evidence-supported treatment approaches with specific populations are highlighted in this course.

### **PSD 7151 Research Methods and Statistics I** (3 quarter units)

This course is the first of a three course sequence. This course presents an overview of psychometrics and quantitative research design and methodology. In addition, the course covers ethics in research, issues of cultural diversity relevant to the process of research, and an introduction to data analysis using SPSS. The focus of the course is on acquisition of skills that permit students to critically evaluate published professional literature.

### **PSD 7160 Psychopharmacology** (3 quarter units)

*Prerequisites:* PSD 7016, PSD 7107

This course prepares students to evaluate and direct clients regarding psychiatric medications. Pharmacokinetics, the major classes of psychiatric medications, referral processes, and how to follow-up with clients on medications will be discussed. Students will gain an understanding of the practical, ethical, diversity-related, and philosophical advantages and limitations of pharmacotherapy in the treatment of clients with various psychological disorders.

### **PSD 7170A Functional Neuroanatomy** (2 quarter units)

*Prerequisites:* PSD 7107; PSD7160; PSD7115, 7116, & 7117

This is the first of three courses of the Neuropsychology sequence. A working knowledge of the intact brain is necessary in order to understand neuropathology, neuropsychological assessment, and rehabilitation.

Expanding upon the basic knowledge from the Biopsychology course, Functional Neuroanatomy will provide a more detailed understanding of the major brain structures and their contributions to daily functioning. Starting with the brainstem and cranial nerves, through the major subcortical nuclei and networks, the course will set up a detailed understanding of cortical functioning. Case studies and vignettes will reinforce the material.

**PSD 7170B Neuropsychological Principles** (3 quarter units)

*Prerequisites: PSD 7170A*

This is the second of three courses of the Neuropsychology sequence. In this course the kinds of abilities assessed by neuropsychology will be addressed. Expanding on the case studies from the first course, and drawing from the Cognitive and Affective Bases of Behavior and the Assessment course sequence, this course will consider the way neuropsychology conceptualizes and organizes cognitive, visual-spatial, memory-related, and affective functions. Examples from both the battery approach and the process approach to assessment will be used to demonstrate the ways in which neuropsychologists determine the integrity of brain functioning. Students will learn to administer a number of assessment tools commonly used by neuropsychologists.

**PSD 7170C Neuropathology** (3 quarter units)

*Prerequisites: PSD 7170B*

This is the third of three courses of the Neuropsychology sequence. In this course the ways in which brain function can be compromised will be reviewed. This includes developmental disorders, vascular and cancer-related injury, dementing processes, and trauma. Students will learn how to recognize the signs and symptoms of the possible contribution of "organic" problems in their clients or patients. Case studies and vignettes will reinforce the information from this and the previous two courses. Additionally, subsequent courses in rehabilitation, forensic assessment, child and geriatric neuropsychology, and diversity neuropsychology will be introduced.

**PSD 7171 Neuropsychological Rehabilitation** (1 quarter units)

*Prerequisites: PSD 7170C*

This course focuses on the ways in which neuropsychologists contribute to the rehabilitation process for people who have sustained brain injury in some form. In order to optimize recovery after a brain insult, neurological structural information must be integrated with functional neuropsychological information and rehabilitation principles. Neuropsychology works collaboratively with other interprofessional team members to facilitate functional recovery of persons with brain injuries. This course focuses on the theory and practice of this rehabilitative process.

**PSD 7172 Forensic Neuropsychology** (1 quarter units)

*Prerequisites: PSD 7170C; PSD 7141*

This course brings together information from the other neuropsychology courses as they are considered and integrated into legal decision making. Neuropsychology contributes to the assessment of capacity in its various contexts, and determination of the level of functioning after a brain insult. This information is used in disability evaluations for SSI and SSDI, in personal injury lawsuits, and in assigning conservatorship in the case of either an older

patient or an injured patient when cognitive decline is suspected. The attitude and approach of the neuropsychologist in a forensic setting; depositions, testimonies and general work with attorneys, will be emphasized.

**PSD 7173 Overview of Pediatric Neuropsychological Assessment** (1 quarter units)

*Prerequisites: PSD 7160C; PSD 7225*

This course focuses on the developing brain; the "normal" course of cognitive development, specific vulnerabilities of a child's brain, and the kinds of developmental disorders with a clear neurological base. The unique needs of children and families, and the special skills necessary for working with this population will be emphasized. An introduction to the assessment processes and tools available to pediatric neuropsychologists will be offered. The integration of other child-focused medical, educational, and psychological specialties will also be reviewed.

**PSD 7174 Neuropsychology of Aging** (1 quarter units)

*Prerequisites: PSD 7160C; PSD 7226*

This course focuses on the aging brain differentiating "normal" from "abnormal" processes. An overview of the most commonly encountered problems affecting the older populations will be offered. This will emphasize the dementias, but also consider specific issues encountered by the older population that compromise their quality of life. Information from Rehabilitation and Forensic neuropsychology will be integrated into discussions of the approaches and tools used by gero-neuropsychologists to evaluate a patient's preserved abilities and acquired needs. The integration of other geriatric-focused medical, educational, and psychological specialties will also be reviewed.

**PSD 7175 Multicultural Issues in Psychological Assessment** (1 quarter units)

*Prerequisites: PSD 7115, 7116 and 7117*

This course provides theoretical and practical knowledge about the integration of cultural variables in psychological assessment. Students will gain an awareness of bias in psychological testing, and strategies for minimizing bias in assessments. Lecture material will be supplemented by experiential class exercises. This is a 1- credit advanced overview course.

**PSD 7176 Clinical Topics in Sport Psychology** (3 quarter units)

*Prerequisites: PSD 7135, or PSP 5816 for Sport Psych students*

This course focuses on the most frequently occurring mental health conditions that occur with athletes. The course addresses theories as to why these conditions are most common among athletes and then addresses the clinical approaches that have been demonstrated to be most

efficacious in treating athletes with these conditions. This course is required for all students enrolled in the Clinical Sport concentration and can be taken as an elective for advanced Sport Psychology and PsyD students.

**PSD 7180 Psychology of Trauma** (3 quarter units)

*Prerequisites: PSD 7107*

This course introduces students to the psychological foundations of trauma, including the psychological, biological, cultural, and developmental factors that influence its onset and course, as well as its functional and systemic impacts. Students will become familiar with various theories of trauma and models for intervention, as well as the clinical research that informs them. Techniques for intervention, including tools for establishing safety, bolstering affect regulation, and processing will be addressed, with emphasis on cultural and contextual responsiveness.

**PSD 7215 Foundations of Professional Consultation** (3 quarter units)

*Prerequisites: PSD 7016*

This course introduces students to the consultative and educational processes and roles in the profession of psychology and their application in working with diverse populations. Students become familiar with the basic stages and processes of consultation and various ways in which professional psychologists provide consultation services. Students are also introduced to the issues and processes of teaching in the field of psychology—including but not limited to administrative duties, course development, and course management.

**PSD 7227 Human Development** (4 quarter units)

This advanced level course provides a comprehensive review of the influential theories of human development from birth to end of life. Emphasis is placed on critically analyzing and integrating foundational principles of physical, cognitive, emotional, and social human development in the context of culture, ethnic identity, gender, ability, SES, sexual orientation, and religion. Students are expected to comprehend, assess, and evaluate scientific research on human development and engage in clinical application of evidence based human development research.

**PSD 7230 Fundamentals of Clinical Supervision** (3 quarter units)

*Corequisite: PSD 7235 or instructor permission.*

Aspects of the supervisory process are presented through the use of theoretical and case materials. Each student has the opportunity to participate as a supervisor in training and have his or her work critiqued. This course also includes information and skills related to supervising organizations, i.e., understanding and managing multiple levels of a system including one's own private or group clinical practice. Prerequisite or

**PSD 7235 Advanced Practicum** (3 quarter units)

*Prerequisites: PSD 7135*

This is a year-long course, taught in conjunction with PSD 7245. Practicum III gives students credit for their third-year training placement. To receive credit, students must meet the terms of the placement contract, carry the stipulated caseload, and receive a satisfactory evaluation from their clinical supervisor. In class, students are required to demonstrate assessment and integration of clinical data in their clinical work with clients. Students do formal case presentations and prepare for their Clinical Proficiency Exam.

**PSD 7250 Research Methods and Statistics II** (3 quarter units)

*Prerequisites: PSD 7151*

This is the second course in a three course sequence. It is designed to provide students with knowledge of inferential statistics through two-way ANOVA and post hoc analysis with an introduction to selected multivariate techniques. Emphasis is placed on conceptual understanding and appropriate use of statistics including knowledge of assumptions and limitations of specific techniques. Critical review of published empirical literature and critique of culturally appropriate analysis and interpretation is an integral part of the course. Students are introduced to the dissertation process and are guided to begin formulating a dissertation research question

**PSD 7251 Qualitative Research: Critical Review** (3 quarter units)

*Prerequisites: PSD 7250*

This is the third course in a three course sequence. It introduces students to specific qualitative methodologies in detail: phenomenology, grounded theory, and qualitative content analysis. Additional forms of qualitative research are also introduced, including consensual qualitative research, qualitative meta-analysis, and case-study designs. The philosophical and methodological issues which underlie qualitative research will be discussed. The course includes lecture, discussion, and practice assignments covering interviewing and qualitative data analysis.

**PSD 7252 Clinical Dissertation Proposal I** (2 quarter units)

*Corequisite: PSD 7251*

quarter units 2 Description: This is the first of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will create a prospectus for their proposed studies, begin the process of recruiting a dissertation committee, as well as outline and begin drafting a Review of the Literature relevant to their proposed research.

**PSD 7253 Clinical Dissertation Proposal II** (variable units)

*Prerequisites: PSD 7252*

This is the second of a three course sequence designed to

assist and supervise students in developing their dissertation proposals. Students will continue to expand and refine their Literature Reviews, while drafting the Methods chapter of their dissertation proposals. Students also finalize their dissertation committees this quarter.

**PSD 7254 Clinical Dissertation Proposal III** (1 quarter units)

*Prerequisites: PSD 7253*

This is the third of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will complete drafts of their dissertation proposal and Human Participants Review materials, and conduct a mock defense of their dissertation proposals.

**PSD 7271 Applied Diagnosis** (1 quarter unit)

*Co-requisite: PSD 7135A*

*Prerequisites: PSD 7015, PSD 7016*

This is a companion course to the Fall quarter of PSD7135, which gives students the opportunity to practice and develop diagnostic skills with the clients they treat at their Beginning Practicum. Via group process, students will be exposed to a wider range of clinical presentations and diagnostic considerations. The influence of diversity and context on the diagnostic process will be emphasized.

**PSD 7272 Case Formulation** (1 quarter unit)

*Co-requisite: PSD 7135B*

*Prerequisites: PSD 7122, PSD 7123, PSD 7171*

This is a companion course to the Winter quarter of PSD7135, which gives students the opportunity to practice and develop case conceptualization skills with the clients they are seeing at their Beginning Practicum. In this course, students will practice the use of clinical and multicultural theory to develop a comprehensive understanding of the client and the factors contributing to their presenting concerns. Via group process, students will be exposed to a wider range of clients and presenting concerns, and develop an appreciation of the strengths and weaknesses of various theoretical approaches in conceptualizing them. The role of diversity and context will be emphasized.

**PSD 7273 Informed Treatment Planning** (1 quarter unit)

*Co-requisite: PSD 7135C*

*Prerequisites: PSD 7172*

This is a companion course to the Spring quarter of PSD7135, which gives students the opportunity to practice evidence-based treatment planning grounded in diagnosis, case formulation, and empirical research. Via group process, students will be exposed to a wider range of clients and presenting concerns, and develop an appreciation of the strengths and weaknesses of various treatment models. The role of diversity and context will be emphasized.

**PSD 7302 Dissertation Completion** (0.5 quarter units)

*Prerequisites: PSD 7254*

Following successful oral defense of the dissertation proposal, each student enrolls in PSD 7302 until completion of the dissertation. Students work independently under the direction of their dissertation committees with assistance from research faculty until successful final defense of the dissertation project. Course may be repeated for credit three times. After three repetitions, students must continue to enroll in PSD 7302 to completion of dissertation project. A maximum of 1.5 units will apply toward the degree program. (Students who began prior to fall 2006 may take PSD 7302 four times for credit.)

**PSD 7330 Externship** (0 quarter units)

*Prerequisites: PSD 7035, PSD 7046, PSD 7047, PSD 7016, PSD 7008, PSD 7141 and a minimum of 6 months' clinical experience. Training office approval required. This course is repeatable with a total of 4 units applying as elective units.*

This course is designed to provide clinical supervision to students who are enrolled in supplemental practica or externships. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training.

**PSD 7331 Externship** (1 quarter unit)

*Prerequisites: PSD 7035, PSD 7046, PSD 7047, PSD 7016, PSD 7008, PSD 7141 and a minimum of 6 months' clinical experience. Training office approval required. This course is repeatable with a total of 4 units applying as elective units.*

This course is designed to provide clinical supervision to students who are enrolled in supplemental practica or externships. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training.

**PSD 7371 Integrative Case Conceptualization & Treatment Planning**

(1 quarter unit)

*Co-requisite: PSD 7235A*

*Prerequisites: PSD 7135C, PSD 7173*

This is a companion course to the Fall quarter of PSD7235, which helps students refine their case formulation and evidence-based treatment planning skills, as well as their ability to apply these skills to clinical case consultation. Students will refine their ability to ground their choice of theory and treatment model in research and best practice, with sensitivity to diversity and context.

**PSD 7400 Internship**

(9 quarter units)

Students will apply for approved internship sites anywhere in the country that are consistent with their individual interests, training needs, and professional goals. Students will build competency in the diverse clinical skills required of a professional psychologist. Students are required to complete one full-time, year-long internship.

**PSD 7401 Part-Time Internship** (4.5 quarter units)

Students will apply for approved internship sites anywhere in the country that are consistent with their individual interests, training needs, and professional goals. Students will build competency in the diverse clinical skills required of a professional psychologist. Students are required to complete two (2) half-time, year-long internships, completed over two years' time.

**PSP – SPORTS PSYCHOLOGY****PSP 5002 Writing Workshop** (0 quarter units)

This workshop is designed to help students gain the writing skills and abilities needed to complete quality work in their Sport Psychology courses. The writing workshop will focus on writing/formatting papers according to APA guidelines, general writing tips, plagiarism, and how to read research.

**PSP 5054A Research Methods A: Quantitative and Qualitative** (2 quarter units)

This course sequence is designed to present an overview of research designs and methods, including qualitative and quantitative approaches to research. Additionally, ethics in research, issues of diversity and multicultural competence relevant to the research process, and an introduction to the process of publishing within journals and other outlets will be covered.

**PSP 5054B Research Methods B: Quantitative and Qualitative** (2 quarter units)

This course sequence is designed to present an overview of research designs and methods, including qualitative and quantitative approaches to research. Additionally, ethics in research, issues of diversity and multicultural competence relevant to the research process, and an introduction to the process of publishing within journals and other outlets will be covered.

**PSP 5279A Introduction to Fieldwork A** (1 quarter unit)

This course is designed to provide a supportive environment in helping students understand and navigate the requirements and expectations of internships.

**PSP 5279B Introduction to Fieldwork B**

(1 quarter unit)

This course is designed to provide a supportive environment in helping students understand and navigate the requirements and expectations of internships. There are two parts to this course. The first part is to increase student understanding and awareness around eligibility, required hours, breakdown of contact hours, necessary protocol, and potential challenges that can arise during a student's internship experience. The second part is to help students feel confident in their approach and abilities to network and establish internship opportunities as training consultants.

**PSP 5280 Fieldwork** (variable units)

*Prerequisites:* PSP 5800A, PSP 5803A, PSP 5804, PSP 5811, PSP 5816, PSP 5826, PSP 5842

Covers internship placement along with weekly individual and group supervision. The internship-placement aspect requires students to intern at a site working with athletes and applying knowledge and skills learned in the classroom. Individual and group supervision involves one-on-one meetings, discussions, case presentations, and role-playing, and covers ethical issues. The combined supervision provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. This course may be extended for additional credit.

**PSP 5800A Sport Psychology A** (3 quarter units)

This is one of the main introductory courses in the Sport Psychology Program. It covers an introduction to the main theoretical approaches and concepts in this area. The course will encourage students to begin to think critically about the research presented and how it relates to working in the field with performers.

**PSP 5800B Sport Psychology B** (3 quarter units)

*Prerequisites:* PSP 5800A, PSP 5280

This is an advanced course that is the second in a two-part series. The main theoretical approaches in the field of Sport Psychology will be revisited, updated and addressed from an integrated perspective. The students will be expected to synthesize the various theoretical perspectives and current research findings and show how this integrated perspective can help their work with performers. The students will be encouraged to think and work from an evidence-based perspective. The students will develop their own philosophy of practice. The course will continue to encourage students to think critically about the research presented and how it relates to their work in the field as a practitioner.

**PSP 5803A Ethics and Professional Issues in Sport Psychology A** (2 quarter units)

This course is an introduction to different ethical principles, decision making models and the ethical guidelines for the field of sport psychology. Students will develop an understanding of the guidelines presented by the Association for Applied Sport Psychology (AASP). Students will explore ethical situations that arise when working in the field.

**PSP 5803B Ethics and Professional Issues in Sport Psychology B** (2 quarter units)

*Prerequisites:* PSP 5803A

This is an advanced course in ethics and professional issues in the field of sport psychology. Common ethical challenges will be discussed and ways of handling these situations will be addressed. Students will critically analyze research articles that are pertinent to working in the field.

**PSP 5804 Assessment Strategies** (3 quarter units)

The course encompasses the purpose, implementation and utility of assessment strategies within sport and performance settings. Topics include the use of structured, semi-structured, and unstructured interviews, performing behavioral observations, theoretical foundations of assessment measures, test construction and the administration, scoring and interpretation of objective psychological measures applicable to the sport/performance setting. This course will emphasize synthesizing information gleaned from multiple methods to assist in accurate initial assessment, intervention planning, and evaluating changes in performance. The course will also highlight the importance of keeping case notes and accurate record keeping. Templates will be developed for informed consent and case notes. Finally, this course will discuss how to make referrals and how to assess for suicide in non-clinical settings.

**PSP 5805 Psychopathology Assessment** (4 quarter units)

The purpose of this course is to familiarize students with the major classifications of psychopathology and their impact upon individual performance. Psychopathology Assessment will introduce students to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-V). Emphasis will be placed on assessing for mental health conditions that require referrals to appropriate treating professionals. Psychopathology Assessment focuses on recognizing the classification of mood and anxiety disorders, impulse control disorders, eating disorders, sleep disorders, organic brain disorders, thought disorders, personality disorders, and substance abuse disorders.

**PSP 5811 Counseling Skills A** (3 quarter units)

Counseling Skills A is an introductory course in the basic skills needed to assess, counsel, and provide an intervention plan as a mental skills coach. This course will explore the fundamental aspects of facilitating client development in a multicultural society. Students will gain an understanding of basic listening, the key concepts and core skills of communication. Students will practice those skills and discuss how to handle ethical dilemmas in the counseling relationship.

**PSP 5812 Counseling Skills B** (3 quarter units)

*Prerequisites: PSP 5811*

Counseling Skills B is an intermediate/advanced level course that furthers the students' ability to facilitate client development in a multicultural society. Students will refine their basic listening sequence skills, and explore the elements of reflection, focusing, and influencing skills. Emphasis will be placed on identifying which theories should be used for different patterns of behavior, situations and cultural groups. Students are expected to self-reflect and examine their own transference and countertransference reactions within the consultation role. Students will also discuss the key elements of supervision and identify how to effectively utilize the

supervisory experience. Students are expected to integrate skills with their personal style and theory.

**PSP 5814 Comprehensive Exploration of Diversity in Sport** (4 quarter units)

This course is designed to offer students an overview of historical and current topics relevant to the understanding of diversity in sport. Students will be exposed to the historical context of how diversity issues have impacted the development of sport. An understanding of the complex nature of gender, ethnicity, socioeconomic status, sexual orientation, age, and disability as it relates to current sport practices will be provided. Additionally, will be exposed to practical strategies for facilitating acceptance of diversity within individual and team sports. This course is designed to increase students' awareness of and sensitivity to the ways cultural assumptions, beliefs, values, biases impact one's perception and understanding athletes. Through concurrent participation in a supervised applied internship, presentation and discussion of didactic material, and participation in group process, students will be encouraged to critically and thoughtfully examine their own world views as a means of adopting and integrating a multicultural perspective. The course will provide experiential and didactic exposure to multicultural awareness and group process through readings, exercises, and applied experiences.

**PSP 5815 Performance Enhancement A** (3 quarter units)

This course will provide a foundation of knowledge in the field of sport psychology relevant to specific performance enhancement techniques. Students will gain competence in performance enhancement skills and techniques for use in working with athletes in a variety of diverse settings. In-class participation and assignments will foster experience and familiarity with the techniques, theories, and the field. This course will serve as the first building block for each student to develop a personal consulting style.

**PSP 5816 Performance Enhancement B** (3 quarter units)

*Prerequisites: PSP 5815*

This course will build on the foundation of knowledge from Performance Enhancement A, through experiential assignments of teaching and implementing sport psychology techniques. Students will examine ethical issues, explore being professional in the field, and enhance competence in performance enhancement skills and techniques for use in sport psychology consulting with athletes in a variety of diverse settings. Through theoretical research of the techniques, students will create a binder of sport psychology-based handouts to prepare for their work with a diverse population of clients. This course will serve as preparation for external fieldwork placement.

**PSP 5817 Performance Enhancement C** (3 quarter units)

*Prerequisites: PSP 5816, PSP 5280*

This is an advanced course for Phase II students in the Sport

Psychology Program. It covers a more in-depth approach to using the performance enhancement techniques and troubleshooting issues that clients may be presenting to the consultant. The students will address professional and ethical issues of consulting in the field and in relation to their own personal consulting style. They will be able to apply these skills to diverse populations. Students will work on going more in-depth in individual consulting sessions.

**PSP 5819 Social and Historical Issues in Sport** (2 quarter units)

The course examines selected topics within the sociology and history of sport. Particular emphasis will be given to issues related to the potential of sport to benefit society and its potential to reinforce existent social problems. Students will be encouraged to reflect on their own experiences within sport and to explore in detail one area of special interest within the history and sociology of sport. The course offers an analysis of sport as a social institution and the interrelations between sport and societal subsystems, as well as a consideration of the attitudes, values, and behaviors associated with sport. Analysis of contemporary problems associated with sport will be made, with ties made to their historic origins; such problems include race relations, the traditional and emergent role of women, aggression and violence, and political and economic concerns.

**PSP 5820 Psychology of Coaching** (2 quarter units)

This course is designed to provide an overview of the sport psychology principles associated with the coaching profession. Course material adheres to the objectives created by the National Standards for Athletic Coaches and will include incorporation of sport psychology into the coaching philosophy as well as when working with coaches. Students will develop an understanding of current sport coaching research and gain a realistic perspective of what it takes to be or work with a coach.

**PSP 5821 Gender Issues in Sport** (1 quarter unit)

This course identifies a range of issues related to gender and sport psychology. These issues include broad topics, such as masculinity and femininity and how these identities influence other issues (such as violence, eating disorders, competition, etc.) as well as topics such as transgender athletes and participation and sexuality. Students will briefly address the role of gender in sport related professions, such as coaching, athletic training, and sport psychology.

**PSP 5822 Team Building** (3 quarter units)

The focus of this course is to learn how to facilitate team building, through interactive experiences, in an effective way. Students will learn ways of working with a team in order to build necessary skills including cohesion, communication, trust, and respect. Emphasis will be placed on activities, skills and strategies that will enable students to effectively work with teams and groups of many kinds. The

students will gain an understanding of group behavior and dynamics and will be able to use this knowledge with diverse populations. Students will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style through hands-on application of ideas.

**PSP 5826 Cognitive and Affective Bases of Behavior in Sport** (4 quarter units)

This course is designed to offer students an overview of the biological, cognitive, and affective bases of behavior in youth sport. Specifically, students will be exposed to the current research related to the bio-physio and psychosocial models of development. Students will also gain knowledge in the developmental sequences associated with cognitive development, emotional development, and moral development. Students will then be required to integrate theoretical knowledge with practical strategies and interventions appropriate for youth and adolescent athletes.

**PSP 5832 Psychology of Injury** (1 quarter unit)

The psychology of injury course teaches students how to work with an injured athlete using mental training strategies for rehabilitation.

**PSP 5833 Kinesiology** (4 quarter units)

This course introduces students to each of the major biophysical subdisciplines of kinesiology— anatomy, biomechanics, exercise physiology, motor control, and sport and exercise psychology. Includes an integrated study of human movement and applies this knowledge to human performance and physical activity across the lifespan. Concepts in the various subfields of kinesiology are examined and career opportunities in the field of kinesiology are explored. Students will also gain a better understanding of the course concepts through projects and class discussions.

**PSP 5834 Motor Learning and Performance** (1 quarter unit)

This course will teach students how to apply the principles of motor learning and performance in a variety of real-world situations. Students will learn to identify solutions that address many of the issues and obstacles encountered when teaching and learning motor skills.

**PSP 5835 Exercise Psychology** (2 quarter units)

This course provides an in-depth examination of the psychological antecedents and consequences of physical activity relationships. The student will understand the mental health benefits of exercise as well as the thought processes behind the decision to exercise or not to exercise. Students will review research and intervention models in exercise psychology and learn to integrate this knowledge into their personal and professional lives. There will be an in-depth analysis of many factors that influence exercise behavior such as: stress, affect, mood, emotion, anxiety, and

depression.

**PSP 5838 Health Psychology** (2 quarter units)

In 2001, APA acknowledged the importance of psychology in the promotion of not only psychological health, but also physical health. Additionally, hospitals and health care clinics found that their patients were better served and outcomes were improved when psychological interventions were incorporated. In this course, students will come to understand the nature of, and degree to which attitudes, beliefs, mood, and lifestyle influence the physical systems and vice versa, and how much of this interaction reflects a choice (or not) on the part of the client. Students will be able to better recognize the effects of poor health choices in their own lives, and in the problems of their clients. They will also acquire knowledge and a set of skills to help themselves and their clients make better, health-promoting choices.

**PSP 5842 Enhanced Recreation for At-Risk Youth** (1 quarter unit)

The purpose of this course is to provide students with the requisite skills needed to translate sport psychology techniques into the realm of at-risk youth recreation. Students will learn about the specific needs of at-risk youth and how recreation can be used to satisfy some of their physical and mental needs. Emphasis will be placed on active-learning skills, managing groups, creating activities, structuring rewards, and generalizing transferable debriefing skills to other life avenues.

**PSP 5850A – Clinical Sport Psychology** (1 quarter units)

Special topics and issues in the field of sport psychology including such areas as consultation, assessment, ethics, biomechanics, kinesiology, and women in sports. May be repeated for credit with a change of topic.

**PSP 5885 Best Practices for Remote Consulting** (1 quarter unit)

This course is designed for consultants who are considering practicing remote consulting and are interested in deepening their understanding of the changing profession in light of technology. Remote consulting can be delivered in a variety of forms. The location for consulting delivery at a distance is with the assistance of technology. The communication medium for consulting can be what is read from text, what is heard from audio, or what is seen and heard from video. The interaction process for it can be synchronous or asynchronous. Synchronous interaction occurs with little or no gap in time between the responses of the counselor and the client. Asynchronous interaction occurs with a gap in time between the responses of the consultant and the client. This course will disseminate the current practical experiences and academic knowledge available in the field of remote consulting. We will explore the following aspects of remote consulting: professionalism, synchronous and asynchronous interactions, legal and ethical issues and confidentiality.

**PSP 5895A Applied Project A** (2 quarter units)

*Prerequisites: PSP 5280, PSP 5054A*

The Applied Project sequence takes two quarters and involves effective, appropriate, and professional communication issues. Topics addressed will include ethics and professionalism in writing and the publication process. The final product will be an applied paper or project that will be of a publishable quality incorporating evidence-based research in a form that does not necessarily require collection and/or presentation of data. The project must be agreed upon by the instructor and student. At the end of the Applied Project Sequence students will also present their work to their peers and the Sport Psychology department.

**PSP 5895B Applied Project B** (2 quarter units)

*Prerequisites: PSP 5280, PSP 5054A*

The Applied Project sequence takes two quarters and involves effective, appropriate, and professional communication issues. Topics addressed will include ethics and professionalism in writing and the publication process. The final product will be an applied paper or project that will be of a publishable quality incorporating evidence-based research in a form that does not necessarily require collection and/or presentation of data. The project must be agreed upon by the instructor and student. At the end of the Applied Project Sequence students will also present their work to their peers and the Sport Psychology department.

**PSP 9000 Professional Development Seminar** (0 quarter units)

Students need to stay up-to-date with various professional issues in the field. Having a seminar course such as this each quarter allows us to be flexible and adapt to these various demands and needs. This quarterly seminar will have several components which include our speaker series (where the program invites esteemed speakers from around the world to guide students and discuss seminal topics), diverse trainings, workshops and social and sporting events. MA Students must receive credit for this course a minimum of 6 times in order to graduate.

**PSP 9030 Developing a Consulting Prac A** (2 quarter units)

This course presents the basic entrepreneurial skills for students interested in developing their own consulting practice. Students will learn the essential components of starting a business. The students will leave the class with an understanding of what it takes to start a successful business.

**PSP 9031 Developing a Consulting Prac B** (2 quarter units)

This course presents the basic marketing skills for students going into consulting. Students will learn different ways to market their services as a consultant and strategies for building a client base. Students will have the opportunity to develop marketing ideas for their business, including consultant branding, networking, as well as discuss ethical



considerations when marketing in the field.

**PSP 9085 Fieldwork Exam** (0 quarter units)

This exam is intended to prepare students for future fieldwork, the exam demands comprehension of the basic expectations of participating in Fieldwork as a student-intern. In preparation, students will complete PSP 5279A - Introduction to Fieldwork A or PSP 5279B - Introduction to Fieldwork B and understand the Fieldwork Handbook (located in the STAR portal) as a reference source for all matters related to being a Student- Intern. The exam covers the content found within the Fieldwork Handbook and explained further in the Introduction to Fieldwork courses held in the Spring and Summer quarters. Completing the exam is required prior to starting an internship in the Sport Psychology program. Further guidelines are available in the STAR portal.

**PSP 9090 Comprehensive Written Examination** (0 quarter units)

Comprehensive written examination covering material of Phase I, to be taken at the end of Phase I.

**PSP 9091 Comprehensive Oral Examination** (0 quarter units)

Comprehensive oral examination covering material in all phases of the program to be taken in the student's last quarter.

**TSC – TRAUMA STUDIES**

**TSC 5001 Foundations of Trauma Studies** (3 quarter units)

This course introduces students to the biological, psychological, developmental and cultural factors that contribute to stress and trauma and provides an overview of the personal, biological and systemic impacts of trauma. Students will become familiar with the foundational concepts within trauma theory, will examine impacted to stress reduction, trauma management techniques and will explore the concepts of resourcing and resilience.

Techniques that will be introduced are progressive relaxation, meditation, mindfulness practices, visualization, autogenic and somatic techniques such as breath work, grounding, movement practices, conscious self-regulation and emotional, spiritual and somatic resources.

**TSC 5002 The Neurobiology of Trauma** (2 quarter units)

This course provides an understanding of the psychobiology and neurobiology of trauma and how to work with trauma within a neurobiological framework. Conceptual distinctions will be made between developmental bonding, developmental trauma, and shock trauma. Guidance will be provided regarding how to address different kinds of symptom presentations from within a neurobiological treatment perspective. Topics covered include: tracking and making contact with sensorimotor experience, pendulation, window of tolerance, hyper versus hypotonic trauma

responses, somatic experience, trauma releasing processes, phase oriented treatment, establishing mindfulness, stabilization and resourcing, spirituality and trauma, and models of understanding and treating dissociation and fragmentation.

**TSC 5003 Attachment and Developmental Approaches to Trauma** (3 quarter units)

This course focuses on the specific impact of trauma on healthy attachment and individual development. Impacts of trauma on the developing brain and the repercussions of trauma on human relational development will be explored. Chronic early trauma has an impact on psychological, emotional, sensory and neurological development. This class will identify risks, interventions, and assessments for working with individuals that may have been affected by the early developmental traumas of long-term neglect, repeated abuse and poor early childhood care, as well as situational traumas that may impact or limit natural developmental cycles.

**TSC 5004 Assessment and Treatment Planning for Trauma** (2 quarter units)

This course will introduce practical approaches for diagnosis, assessment and treatment planning for clients that may be impacted by trauma. Case management, team based care, additional resourcing, goal setting, phase oriented treatment, working with differential diagnosis, co-occurring disorders and resistance will be covered.

**TSC 5005 Legal and Ethical Issues in Trauma** (1 quarter unit)

This course will familiarize students with existing legal and ethical issues facing clients who have experienced trauma. Mandates to report as well as working with the client to integrate their experiences of trauma will be considered as well as an examination of personal values and biases.

**TSC 5006 Somatic Approaches to Trauma** (3 quarter units)

Students will learn to help clients resource, stabilize, process, metabolize and integrate personal and historical experiences of trauma, as well as ongoing challenges with activation. This course will provide maps, models and the development of skills within the Phase Oriented treatment model. Topics covered will include: studying the organization of experience, tracking and making contact with felt-experience, establishing somatic mindfulness, pendulation, coping dynamics, regulating traumatic arousal, framing and assessing, stabilization and resourcing. Models of understanding and treating dissociation and fragmentation, and memory processing will be taught and practiced.

**TSC 5007 Working with Trauma in Family Systems** (2 quarter units)

This class will focus on the impact of trauma on the family

system from a unification de- unification point of view exploring negative impacts as well as resilience within the family unit. Students will learn the application of systemic theories in the treatment of families in therapy. Focus on full family interventions as well as individual insight into systemic issues will be addressed. Considerations regarding diversity, confidentiality and systemic impacts of trauma will be explored.

**TSC 5008 Art-Based Interventions for Trauma** (2 quarter units)

This course will introduce students to a variety of multi modal art based interventions that can be used in individual, family and group settings to enhance sensory integration, organize narrative responses and find voice in art as healing responses to trauma. This experiential class will introduce a variety of art based tools that the practitioner can use for clients who have acute or long term traumatic histories.

**TSC 5009 Working with Systemic Trauma: Self, Culture and Society** (2 quarter units)

This course will look at the impact of institutionalized racism, bias and marginalization as well as the isolative effects of acute trauma on the client and how these systemic issues can be worked with in a therapeutic session. Issues of diversity, privilege and human potential will be explored. Student's own cultural identities will be explored as well as issues related to bias and projection.

**TSC 5010 Vicarious Trauma and Self Care** (1 quarter units)

This course focuses on the experience of the mental health provider in a trauma based practice and ways to work with and through the emotional content of the client toward better self-care and as an antidote to burn-out and empathy fatigue. Students will explore ways they can build healthy boundaries, release the tensions of day and find ways to care for self toward a continuation of long term practice.