



**Academic Catalog and
Student Handbook
2016-2017**

SAYBROOK GENERAL INFORMATION

Saybrook University is headquartered in Oakland City Center, in the heart of the city.

Saybrook University Headquarters
475 14th Street
Oakland, CA 94612
Tel: 800.825.4480 or 510.593.2900

Saybrook occupies 10,226 square feet of space in its ninth-floor suite of offices in Oakland, with about 2,292 square feet devoted to educational uses, such as classroom and assembly space. Classrooms can accommodate up to 154 students. Office space is occupied by the President, the Provost, faculty, and program directors as well as student support services including admissions, student services, and the registrar. The campus is conveniently accessed by the Bay Area Rapid Transit rail system, which includes service to San Francisco and Oakland international airports. It is also located near major roads and highways including Interstates 580, 880, and 980.

Saybrook holds its residential conferences, seminars, workshops, and intensives in the San Francisco Bay Area and in the Seattle, Washington area at:

Westin Hotel 1 Old Bayshore Highway Millbrae, CA 94030	Cedarbrook Lodge 18525 36th Ave South Seatac, WA 98188
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Beginning in January 2017, residential conferences, workshops, and intensives for CSS and CIMHS will be held at:

Hyatt Regency Monterey
1 Old Golf Course Road
Monterey, California 93940

Saybrook also operates a branch campus just outside of Seattle, Washington.

Saybrook Seattle Campus
600 108th Ave NE
Bellevue, WA 98004
Administrative offices: Suite #150
Classrooms: Suite #230
Tel: 425.278.9304

I certify that:

This institution does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award to student financial assistance.

The information contained in this publication is true and correct in content and policy and I am aware that the institution must comply with applicable statutes and regulations and that failure to comply may lead to suspension or withdrawal of programs by the WSAC/SAA and/or DVA.

Nathan Long, Ed.D.
President
Saybrook University

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PRESIDENT'S WELCOME

Dear Saybrook Students,

Welcome to Saybrook University! I am Nathan Long, President of the University. This updated 2016-17 catalog is designed to orient you to the university, providing you key information on policies and procedures related to the university in general and your academic program in particular.

Over the coming days, weeks, and months you will be engaging – in person and online - with a wonderful community of faculty scholar-practitioners and accomplished student peers, all of whom embrace the humanistic ethos. Indeed, this engagement and your efforts will help further transform you personally, equipping you to go out into the world to help advance positive social change in the communities in which you serve. I urge each of you to make the most of your studies by tapping into the various resources available to you, beginning with this updated catalog. Furthermore, know that our entire collective of faculty, staff, and administration are here to support you along your own academic journey.

I wish each of you the very best as you continue (and in some cases, complete) your studies. This is going to be a great year filled with tremendous potential and possibilities.

Nathan Long, Ed.D.
President
Saybrook University

MISSION STATEMENT

Saybrook University provides rigorous graduate education that inspires transformational change in individuals, organizations, and communities, toward a just, humane, and sustainable world.

CORE PRINCIPLES AND VALUES

1. We value life and embrace our responsibility to facilitate the potential of every living being to thrive in a just, inclusive, healthy and sustainable world.
2. We are scholar-practitioners who seek and apply knowledge to solve problems and foster social transformation.
3. We live and conduct our affairs with integrity. We hold ourselves accountable for honoring commitments to ourselves and to one another, to Saybrook University, and to the constituencies and communities within which we live and work, including the natural world.
4. We insist upon operational and academic rigor in order to provide an exceptional educational experience for you.
5. We seek diversity because we recognize that there are many ways of knowing and there are inherent strengths in multiple perspectives.
6. We approach what we do with a system, or holistic, perspective based on a belief in the inherent interconnection of all things.
7. We create relationships and communities built on compassion, respect, authentic voice, deep listening, reflective awareness, support and challenge leading to responsible action.
8. We are creative, risk-taking leaders who challenge assumptions and imagine new possibilities.
9. We recognize that dynamic tensions and fundamental paradoxes are essential aspects of being human and we commit to find ways to work with them productively.
10. We celebrate life, striving to bring fun and joy to our individual and collective existence.

OUR COMMUNITY

Across the world, members of Saybrook University's global community – alumni, students, and faculty – are working, studying, and making a difference.

They are transforming healthcare, providing organizational leadership, developing sustainable practices for businesses and communities, nurturing cross-cultural understanding, counseling and caring for populations in need, and revitalizing communities.

They are united not by location, but by ideas, and the commitment to being part of a humane and sustainable world.

Faculty member Joel Federman is working with activists around the globe to study how technology is changing social justice movements, while student Bill West uses humanistic psychology to reduce violence in the LA prison system.

Alumna Sylvia Boorstein is a bestselling author on meditation who helped found the Spirit Rock Meditation Center, while student Kelly Hudson owns a day care center in a small community. Alumna Gloria Burgess is a leading business consultant who works with companies that want to be socially and fiscally responsible.

Alumna Lois Koteen is a consultant who helps traditional synagogues better connect with 21st century parishioners and adjust their governing structure to be more democratic, while faculty member Marie DiCowden is a leading voice in the struggle to reform America's health care system, and student Nicholas Mang is studying the psychology of local governments that embrace transformative change.

Saybrook University empowers every member of its community to follow their passion, pursue their life's work, and dedicate themselves to a life of service and success – whether on the world stage or a small town.

SCHOLARSHIP IN ACTION

THE WORLD NEEDS LEADERS WHO CAN HELP IT CHANGE

Saybrook University is committed not only to scholarship and research in addressing critical human issues, but also to action. It is our mission to help you turn theory into practice, capable of performing research and creating transformative change.

To meet the challenges we face as a society, we at Saybrook recognize that we must change not just our technology, but ourselves. Saybrook embraces the notion that education is more than just

applied learning. It is also transformation, giving us a better view of who we are and what we can accomplish in the world.

Transformational education is not static, but a continuous process. To be educated, we must be "life-long learners." Saybrook University is therefore dedicated to supporting its alumni along with its current students, offering them opportunities to continue their research, expand their work, and connect with other leaders in their field.

For more information on how to pursue this remarkable form of education at Saybrook, fill out a request form today.

Approach to Research

As a Saybrook student, you will undertake rigorous analysis and development of your ideas in search of new synergies and insights. Often this will take you outside of conventional wisdom. We encourage you to ask uncomfortable questions that push boundaries, provided you do so in a rigorous way.

LEARNING MODELS

At Saybrook University we commit ourselves to scholarship and research in addressing critical human issues. It is our mission to help you put theory into practice, capable of performing research and guiding your application to create transformative change. For more information on how to pursue a transformative education at Saybrook, fill out a request form today.

As a Saybrook student, you will undertake rigorous analysis and development of your ideas in search of new synergies and insights. Often this will take you outside of conventional wisdom. We encourage you to ask questions that push boundaries, provided you do so in a rigorous way. Excellent scholarship often involves asking uncomfortable questions.

Our approach to research is closely aligned with the human science perspective that there is no single privileged position from which to understand the human experience or the world around us. As such, Saybrook University embraces both qualitative and quantitative methods.

Phenomenological investigation, case studies, interviews, naturalistic observation, and hermeneutics provide critical insight that more traditional quantitative methods cannot. Effective use of such techniques are key to addressing many of the most complex problems of our time, and we will encourage you to utilize them to find the humanity behind statistics, charts, and graphs.

We value rigorous inquiry, analysis, evidence, clarity and integrity in scholarship and research. Through this engagement, you will develop an important foundation in critical thinking, disciplined inquiry, the generation of new ideas, and the ability to contribute creatively to an area of study.

SAYBROOK PEDAGOGY TO ONLINE LEARNING

Saybrook Best Practices for Online Learning takes into account both the faculty and learner roles in co-creating community in the Virtual Learning Environment. The elements of the best practices are; Responsible use of communication, Subject matter, Qualitative focus, Community/group dynamics, Personal reflection/group dialogue, Shared responsibility for learning, and skilled use of technology. Saybrook has used a high touch point approach to the acceptance and integration of these elements into our teaching culture. In addition to the Humanistic values that guide this approach, there have been many technology changes in a short period of time that have necessitated this approach. Through this high touch approach, Saybrook has evolved from its first online courses which were a heavy text based model, to interaction and images in all courses, with an increasing number of courses using multimedia, streaming audio/video and live audio/video, presentations, communication and discussion. In our affiliation with The Community Solution Education System (TCSES), we now have access to a team of instructional designers to continue improving upon the earlier work

ACCREDITATION AND AUTHORIZATIONS

Saybrook University is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission, a regional accrediting agency recognized by the US Department of Education, the Council for Higher Education Accreditation (CHEA), and by the State of California.

WASC Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 510.748.9001
Fax: 510.748.9797
www.wascsenior.org

Saybrook participates in a regularly scheduled re-accreditation process conducted by the Senior College and University Commission of WASC.

STATE AUTHORIZATIONS

California

Saybrook University has approval to operate an accredited institution from the California Bureau for Private Postsecondary Education (BPPE) under the terms of California Education Code section 94890(a)(1).

As an approved institution, Saybrook University is required to complete an annual report for BPPE and publish a School Performance Fact Sheet reporting data on completion rates, placement rates, license examination pass rates, and salary or wage information for the previous two years. The annual report is published online at :[Consumer Information Page](#).

Pennsylvania

Saybrook University has registered in Pennsylvania with the Bureau of Postsecondary and Adult Education as an out-of-state distance education provider to enroll residents of Pennsylvania in its online programs.

Texas

Saybrook University has a Certificate of Authorization from the Texas Higher Education Coordinating Board to offer degrees or courses leading to degrees at a physical location in Texas. This authorization is not an accreditation or equivalent to accreditation.

Utah

Saybrook University has met the requirements of Utah Code Ann. § 13-34a-203 to be a registered postsecondary school legally authorized by the State of Utah.

[This registration was obtained exclusively for Saybrook's online programs ONLY.]

Washington

Saybrook University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Saybrook University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Right to Change Requirements

The Saybrook Academic Catalog details the policies and procedures for all programs offered by the University. Saybrook reserves the right to make alterations to the Catalog and the policies and procedures within as deemed necessary by the University. Changes may also be necessitated by regulatory requirements, accreditation guidelines, or licensure standards. Changes may include but are not limited to curriculum, academic policies, administrative policies, procedures, and costs. Notice is not required for a new policy to take effect; however, Saybrook will make reasonable attempts to notify students promptly of any policy changes through communication methods deemed appropriate by Saybrook officials. In the event that Saybrook plans to change a program such that it will impact a student's graduation requirements, students affected will be notified.

STUDENT CONSUMER INFORMATION

HIGHER EDUCATION OPPORTUNITY ACT STUDENT CONSUMER INFORMATION

Prospective and current students can locate important information about Saybrook University on the [Student Consumer Information](#) page on the University website. This page is designed to assist consumers make a more informed decision about their education options. Under the 2008 Higher Education Opportunity Act (HEOA), Saybrook University is required to make this information available to current and prospective students. If you wish to obtain a hard copy of any of the documents, please contact the Financial Aid Office at 415-394-5350. You may also visit the U.S. Department of Education HEOA website. For your convenience, this webpage contains links that will direct you to the appropriate websites or information required.

APPLYING TO SAYBROOK

Saybrook University is proud of its history of more than 40 years applying humanistic principles to the world's problems. That means that we believe the human experience, and human potential, are the most important parts of education and engagement with the world. Whether you're studying psychology, counseling, leadership and management, mind-body medicine, or nutrition at Saybrook the emphasis is on creating experiences and systems that bring out the best in people and encourage human potential.

That's something we're passionate about, and we bring that passion to the world: from providing treatment for post-traumatic stress disorder to civilians in war zones to developing new programs for companies that want to become socially responsible, our faculty, students, and alumni are actively engaged in creating a more just, humane, and sustainable world through both scholarship and activism. If that's something you're passionate about, you have a community here.

We encourage applicants from all disciplines, backgrounds and interests to apply. We hope you will explore our graduate degree programs and participate in our faculty and staff-led admissions events to discover which program of humanistic education is best suited for your interests. By doing so, you will get a feel of what it is like to thrive in our community, collaborate with our excellent faculty, and study in our graduate-level academic environment.

ADMISSIONS PROCESS

Rolling Admissions

Under our rolling admissions plan, Saybrook accepts applications year-round for multiple upcoming terms. You do not need to wait until a fixed date to hear about acceptance: we will notify you a few weeks after we receive **all the materials required to complete your application**.

The process is simple:

- Select your program from the list on our Areas of Study. If you're not sure which program is best for you, please contact Admissions and we'll help you figure it out. You can apply for only one program at a time.
- Complete the online application form.
- Send in your application fee.
- Upload the necessary application materials (transcripts, references, writing sample, personal statement, resume, etc.) through your student portal.
- We recommend completing your FAFSA application for Financial Aid at the same time you complete your Saybrook application.
- You will then be asked to participate in a telephone or in-person interview.

ADMISSION REQUIREMENTS

At a minimum, you must have received, or anticipate receiving prior to the start of the semester you are applying into, a bachelor's degree from a regionally-accredited college or university before applying for a master's degree at Saybrook.

Application for a PhD also requires a master's degree from Saybrook or another regionally-accredited college. An exception is made for students who are applying to the PhD Clinical Psychology program, who must have completed a BA/BS in Psychology, Counseling, or Social Work, or 12 semester credits/20 quarter credits of Psychology coursework completed at a regionally accredited college or university.

The minimum expected grade point average (GPA) requirement is 3.0 from the last degree-granting institution, though exceptions may be made.

ADMISSIONS CRITERIA

Saybrook University is committed to identifying students who will be a "good fit" for the Saybrook experience. Rather than grade-point averages or standardized test scores, we emphasize:

1. Academic history and professional experience
2. Compatible background and interests with the offerings at Saybrook
3. Ability to work well in a distance-education format
4. Demonstrated critical thinking and writing skills
5. Personal motivation and readiness for graduate level work
6. Potential for scholarly research and/or ability to work actively in the field

SUMMARY OF ADMISSIONS REQUIREMENTS FOR NEW, DEGREE -SEEKING STUDENTS

For students who are seeking one of our masters or doctoral degrees, one of our certificate programs or non-degree coursework, please refer to the [admissions requirements page](#) of our website.

CERTIFICATES & WORKSHOP PROGRAMS

Saybrook offers a variety of alternatives to a full-degree MA/MS or PhD program of study: certificate programs, workshops and continuing education courses.

Certificate Programs

If a master's or PhD seems like more than you want to attempt at the moment, try one of our certificate programs. Costs vary by certificate. These programs offer:

- An opportunity to explore a particular field or topic
- A chance to improve job qualifications by obtaining certification in a field that complements original training
- A cost-effective way to start acquiring knowledge when a longer MA or PhD degree program is too much of a commitment
- A means of supplementing degree studies at Saybrook with detailed learning in a specific topic area.

While some certificate programs are a subset of standard online course offerings; others are independent. Please note that courses taken outside an academic degree program are not eligible for federal financial aid.

Continuing Education Courses

In collaboration with the Behavioral Medicine Research and Training Foundation, Saybrook University offers superb distance-learning continuing education programs in many areas of behavioral medicine and psychology including biofeedback and related topics, intended for professionals such as clinicians, coaches, educators, and academic researchers. The continuing education courses are accredited by the [Biofeedback Certification International Alliance](#).

- [Ethics for Biofeedback Providers](#)
- [General Biofeedback/Psychophysiological Assessment and Intervention](#)
- [Anatomy and Physiology/Human Biology for Behavioral Clinicians](#)
- [Basic EEG Biofeedback/Neurofeedback](#)
- [Pain Assessment and Intervention for Behavioral Clinicians](#)
- [Behavioral Assessment and Treatment of Pelvic Floor Disorders](#)
- [Neuropsychophysiology \(Nervous System Functions in Psychophysiology\)](#)
- [Biological Basis of Behavior/Introduction to Psychophysiology](#)

- [Research Techniques for Clinicians](#)
- [Heart Rate Variability Biofeedback](#)

The Behavioral Medicine Research and Training Foundation is approved by the American Psychological Association to sponsor continuing education for psychologists. The BMR&T Foundation maintains responsibility for this program and its content.

Seattle Workshop- InterAct: Skills for Adaptive Leadership

At the Seattle campus, students and non-students have the opportunity to enroll in a short, intensive workshop in leadership development and communication. This engaging, three-day workshop helps develop the skills necessary to advance in organizational leadership and management. This program is for individuals who play strategic roles in organizational settings—executives, managers, and staff in the private and public sectors seeking to learn advanced leadership skills designed to strengthen working relationships, increasing productivity. All of our workshops blend applied behavioral science skills with experiential learning methodology.

READMISSION

Students withdrawn from Saybrook for 365 days or more must formally apply for readmission. Students after having been withdrawn for less than 365 days may contact the Office of the Registrar directly for re-entry to the University. Students withdrawn not in good standing (see Satisfactory Academic Progress policy) can only be considered for readmission after all financial obligations have been met and/or an acceptable plan for remedying any academic deficiencies has been considered and approved by Saybrook. Saybrook reserves the right to determine if any terms stated at the time of administrative withdrawal have been satisfied in full.

Readmission is not guaranteed. The faculty review committee makes all readmission decisions based on the student's academic record at Saybrook and any other factors deemed relevant. Applicants for readmission must meet the admission requirements in effect at the time of readmission.

Readmission requirements mirror all standard admission specifications. Students on Academic & Financial Aid Warning or Probation at the time of withdrawal may be readmitted if approved, but remain subject to Warning, Probation and other guidelines in effect at the withdrawal date. These students will be readmitted on the same SAP status they had upon withdrawal.

Students returning less than 365 days from their last date of attendance return under the academic requirements that were in effect at the time of withdrawal. Students withdrawn over 365 days from their last date of attendance are subject to the academic requirements and catalog in effect at the time of readmission.

Readmitted students who have been out more than three years will be subject to the degree requirements in effect at the time of their readmission AND will be required to attend another Residential Orientation.

INTERNATIONAL APPLICANTS

International Student Admissions

The Global Enrollment Management department conducts international student recruitment and admissions on behalf of Saybrook University. The GEM department will follow these policies and procedures, informed by institutional knowledge and best practices in international admission. Saybrook defines an international student as a student who does not currently hold U.S. citizenship nor U.S. permanent residence.

International Degree Requirements

In addition to meeting all general and program-specific admission requirements, all international applicants are also subject to the following requirements:

- Official scores from either the TOEFL or IELTS exam is required of all international applicants who indicate on their application that English is not their primary language
- Minimum scores required are:
 - 79 iBT TOEFL/550 PBT TOEFL
 - 6.5 IELTS

English Language Exam may be waived:

- If the applicant has completed a prior degree or at least 60 transfer credits from a college/university in the United States or from a college/university where coursework is taught entirely in English (example: American University of Cairo)
- If the applicant has successfully completed the required level at an ESL institute with which Saybrook has a Memorandum of Understanding

English Language Exam may be made a contingency of acceptance:

- If the applicant is currently completing a degree in the United States or is currently completing a degree at an international institution where coursework is taught entirely in English. The contingency will be fulfilled upon receipt of a final transcript from the aforementioned institution showing degree earned and date conferred or upon receipt of a passing TOEFL/IELTS score.
- If the applicant is planning to enroll or is currently enrolled at an ESL institute with which Saybrook has a Memorandum of Understanding. The contingency will be fulfilled upon receipt of a final transcript or letter from the aforementioned institution showing the required level was successfully completed or upon receipt of a passing TOEFL/IELTS

score.

Final decisions regarding exceptions to this policy will be made by the Vice President of Enrollment Management in collaboration with the Director of Global Enrollment Management.

Accepted international applicants may matriculate once they have earned the U.S. equivalent of their program's prerequisite degree (or equivalent required course credit hours for B.A.-completion) from either a regionally accredited U.S. school or the equivalent as determined by a [NACES](#) (National Association of Credential Evaluation Services)-approved [transcript evaluation agency](#).

- *Regarding 3-year Bachelor's degrees:* 3-year degrees will be recognized providing a [NACES](#)-approved evaluation agency equates the degree to the U.S. equivalent of a Bachelor's degree from a regionally accredited university. Other 3-year degrees will require additional post-graduate coursework commonly completed by those interested in applying to U.S. graduate schools (as determined by a NACES-approved evaluation agency).
- *Regarding Bologna Degrees:* Bologna Accord degrees are recognized by NACES-approved evaluation agencies ([see World Education Services example](#)) and will be recognized by Saybrook provided the credential evaluator equates the degree to the U.S. equivalent of a Bachelor's degree from a regionally accredited university.
- *Regarding Professional Degrees:* Final decisions regarding professional degrees earned overseas (ex: Bachelor-level Medical degrees) will be made by the Vice President of Enrollment Management in consultation with the Director of Global Enrollment Management after reviewing a NACES-approved transcript evaluation.
- *Regarding applicants with 3-year Bachelor's degrees completing additional study in the United States:* As transcript evaluation agencies will not combine international coursework with domestic coursework when performing an evaluation, this uncommon situation will be evaluated by the faculty admissions committee. Guidelines for decision will include the completion of an overseas Bachelor's degree from a regionally accredited institution with a minimum of 120 undergraduate credit hours earned (when summing total international credits earned and U.S. credits earned).

International Transcript Evaluation Policy

An international applicant must have non-U.S. transcripts evaluated by a NACES-approved (www.naces.org) evaluation agency. The evaluation must include a "course-by-course" transcript evaluation of academic records from the foreign institution where the pre-requisite degree was earned is required for consideration for admission. The transcript evaluation must also include a general evaluation showing U.S. degree equivalency and grade point average (GPA).

Transcript evaluations are not required from American universities operating overseas, provided the institution is regionally accredited by a recognized U.S. regional accrediting body (Example: The American University of Cairo).

International Degree Conferral Admission Requirements

A graduate student must submit documentation proving conferral of the qualifying degree for their academic program by the start of the second semester of enrollment. The qualifying degree conferral date must be a date prior to the term/semester of entry. Any individual who fails to meet this requirement by the designated due date will be removed from the institution. This documentation must be presented as follows.

International Institution Conferral:

While a student may submit documentation listed in letters (a) through (d) below to meet the designated due date, submission of the official transcript evaluation is required for all students who attended an institution outside of the United States. A Saybrook student who fails to provide an official transcript evaluation showing degree conferred by the start of the second semester of enrollment will be withdrawn from the institution on the Add/Drop deadline of the second semester.

a) Official transcript showing qualifying degree conferral. An official transcript is printed on official transcript paper and bears the embossed or raised college seal, date, and the Registrar's signature. An official transcript is delivered in a sealed envelope with the Registrar's signature stamped across the seal. An official transcript can also be sent electronically directly from a transcript vendor.

b) Unofficial transcript showing qualifying degree conferral. An unofficial transcript is printed on plain paper and does not bear a college seal or registrar's signature or is an opened transcript submitted by a student, marked as a student copy or stamped unofficial. An unofficial transcript must document: student name, institution name, courses completed with grades earned, specific degree conferred and the conferral date.

c) An official letter on school letterhead from the qualifying degree granting institution's Office of the Registrar that includes the specific conferral date, degree level, and name of degree conferred.

d) An official or unofficial transcript evaluation of an international transcript from a [National Association of Credential Evaluations Services \(NACES\)](#)-approved evaluation service that includes the specific conferral date, degree level, and name of degree conferred, along with US equivalency.

Study Abroad & Saybrook-sponsored education abroad programs

Students participating in any program sponsored by Saybrook that includes travel outside of the United States fall under all policies and procedures as outlined within the catalog, and include additional guidance as noted below.

Grading

If the travel portion of a study abroad course concludes after the end of the term/semester, all students will receive a temporary grade of "Incomplete" (I). Deadline for submission of remaining assignments cannot extend more than six (6) weeks from the final day of required travel. Once final

course deliverables have been submitted and evaluated, the I grade will be changed to a final grade. If a student does not meet the assignment submission deadline, the student will earn a grade of “F/NC/NP” in the course. Refer to Grade Change/Appeal section of catalog and Satisfactory Academic Progress policy for more information.

Disciplinary process for Saybrook-sponsored education abroad programs

The following process applies to resolve allegations that a student participating in a study abroad program sponsored by Saybrook has violated the Student Code of Conduct or any policy or rule enforceable under the Code or the student’s international education rights and responsibilities agreement (including this policy):

As a first step, the Faculty Lead of the course in which the student is participating and/or a Saybrook representative will attempt to address any instances of disruption by meeting and speaking directly with student to resolve the violation. If the violation was minor and not of a serious nature and no further disruptions or conduct violations occur, the issue may be considered resolved. This procedure is reserved for first time violations of a non-serious nature. For multiple or more serious infractions of any provisions of the policies described above, the institution reserves the right to pursue a more rigorous course of discipline.

If the Faculty Lead determines that further action must be taken, the Faculty Lead and/or Saybrook representative will provide the student written notice of the alleged violation and immediate required action resulting in the alleged violation, sent to the student’s Saybrook email account. The Faculty Lead may consult with Saybrook representatives, which may include legal counsel and Global Engagement staff members, before imposing serious sanctions such as removal from the program. If the Faculty Lead determines that the health and safety of any program participant is at stake, the Faculty Lead reserves the right to immediately dismiss the student from the program, which may result in failure of the course and lost monies that will not be reimbursed to the student.

A copy of this notice will be shared with the student’s Program Director and the Director of Student Affairs. The notice will briefly describe the alleged conduct and the policy or rule in violation and will provide the student with the opportunity to respond to the alleged wrongdoing. This process is described in the next paragraph. In rare cases, action to prevent disruption or harm may be taken before the student has a chance to be heard, although that opportunity will be given to the student as soon as possible thereafter. The Director of Student Affairs will be notified of the action and will recommend as appropriate upon return that the alleged violation be submitted to the Director of Student Affairs for review and further sanctioning as stipulated under Saybrook’s Code of Conduct. A student may appeal

the decision or file a complaint or grievance pursuant to Saybrook's procedures as stated in this handbook.

Study Abroad Program Fee and Fee Refund Policy

The study abroad program fee for courses is 100% non-refundable past the Add/Drop deadline of the semester/term in which the course runs, even if the study abroad course is scheduled to run in the second term of the semester, i.e. fall II, spring II, summer II. Students who wish to independently withdraw from the course, for any reason, will not receive a refund of their fee if the Add/Drop deadline has passed, and must request an appeal of a refund of their fees through the Financial Appeals Committee.

TRANSCRIPTS AND TESTING

Transcripts

Saybrook requires that transcripts submitted to the Admissions Office be "official." If you open a sealed transcript envelope, you will invalidate the transcript as an official document. We encourage you to visit your previous institutions' websites to request that official transcripts be sent directly to the Saybrook University Admissions Office at the address below. On other websites, look for *Registrar's Office*, *Transcript Office*, or *Transcript Request Form*.

All applicants must provide official, sealed transcripts from all previously-attended, degree-granting, post-secondary institutions. You may submit transcripts from non-degree granting, post-secondary institutions (e.g., from a certificate program) if you feel it would strengthen your application, or if the transcripts contain graduate coursework that may qualify for transfer credit. An official review of transfer credits cannot occur until official transcripts are received. Official transcripts must be received by the end of your first semester in the program. Failure to submit all final official documents, including proof of required degree conferral will result in a registration hold being placed on your account.

Mail official transcripts to:

Admissions Operations
c/o Saybrook University
350 N. Orleans Street, Suite 1050
Chicago, IL 60654-1822

Standardized Testing

The Graduate Record Exam (GRE) is not required for admission to Saybrook University. If you wish to supplement your application with optional test scores, please request that the scores be sent directly to the Admissions Office at the address above.

Graduate Record Examination (GRE)

Saybrook Institutional Code: 4211
Phone: 800.473.2255
Website: <http://www.gre.org>

Miller Analogies Test (MAT by the Psychological Corporation)

Saybrook Institutional Code: 1950
Phone: 800.872.1726
Website: <http://www.milleranalogies.com>

TOEFL

International applicants are required to submit a TOEFL score directly to the Admissions Office.
Saybrook Institutional Code: 9007
Phone: 1-877.863.3546 (US) Website: <http://www.ets.orgtoefl>

INSTITUTIONAL TRANSFER CREDIT GUIDELINES

Transfer credits based on equivalent graduate courses taken at another regionally accredited institution in the same or similar discipline where the student received a grade of B or better may be transferred and will reduce the number of course credits required to be completed at Saybrook. Allowable transfer credits must be suitable for transfer to the intended degree as determined by the Registrar and the degree Program Director. Transfer course credits do not affect the minimum number of credits required for the degree.

Transfer credits from an institution that uses the quarter system will be converted to semester credits. Transfer credits appear on the Saybrook transcript as a single block of credits, not as specific course titles. While matriculated at Saybrook University, students may not receive academic credit or credits for coursework to apply to their Saybrook degree in process from another institution.

Per external guidelines, master's students cannot transfer more than 20% of their total program credits towards their Saybrook master's degree. Doctoral students cannot transfer more than 30 graduate semester credits towards their Saybrook doctoral degree, unless the degree leads to a profession or an occupation requiring state licensure and a different standard is adopted by the licensing body. These guidelines are applicable to all Saybrook programs and modalities, and additional restrictions may exist as noted in specific programs of study.

HOW TO APPLY: APPLICATION MADE SIMPLE

To apply for federal aid, complete the FAFSASM (Free Application for Federal Student Aid) online at fafsa.ed.gov. The Web is by far the quickest and easiest method of applying.

Important Notes

Be sure to enter Saybrook University's school code: **G21206**.

You must apply annually by filing the FAFSA or Renewal FAFSA. You must maintain your eligibility throughout your time at Saybrook.

We recommend that you complete your financial aid application no later than 90 days prior to the beginning of the relevant semester of enrollment.

If you are selected for verification, you are required to submit certain documentation as requested in writing from the Saybrook Financial Aid office.

Apply for a FSA ID

An FSA ID allows students to complete the following tasks::

- Electronically sign your FAFSA application, dramatically decreasing the processing time
- Make online corrections to your FAFSA
- Access your Student Aid Report
- Access your federal student aid records online, including your student loan history information on the National Student Loan Data System (NSLDS) at www.nsls.ed.gov.

Helpful Links

Enjoy the following links for a visual walk-through of the FAFSA and Financial Aid Process

www.youtube.com/federalstudentaid

www.visual.ly/users/FederalStudentAid

www.storify.com/FAFSA

<http://www.studentaid.ed.gov/types/loans/subsidized-unsubsidized#how-much-can-i-borrow> (types of loans and the amounts a graduate student can borrow)

<http://www.youtube.com/watch?v=VV7Uh3SbRaxA>- IRS data retrieval tool

FINANCIAL AID and PAYMENT POLICIES

SAYBROOK UNIVERSITY STANDARD TUITION AND FEES

Current [tuition and fees](#) for all programs, the cost of Residential Conferences and Residential Orientation may be found on the Saybrook University website. All fees are reviewed annually and may be subject to change by Saybrook at any time.

ADDITIONAL FEES

Students should be prepared to meet additional costs of their degree program. These can include travel, accommodations, food, textbooks, learning guides, course readers, conference call charges, dissertation editors, computer software and hardware, courses at other institutions, commercial database searches, professional meetings, conferences, and workshops. Learning consultants or other editors are the sole responsibility of the students using their services. Explanation of [additional fees](#) may be found on our website.

TUITION PAYMENT POLICIES

Payment Obligations

Students are expected to meet their payment obligations by ensuring that all balances are paid by the Friday of the first week of the term. Payment plans may be available by contacting the Student Accounts Office, but all semester tuition and fees must be paid in full by the last date of the semester. Late payment fees are charged monthly to students who fail to meet agreed-upon deadlines for any payment. Students will not receive monthly bills and are responsible for keeping track of their payment due dates. All student financial information is available online through the student Gateway.

Administrative Hold

Students whose payments have not been received in accordance with the terms outlined above will have a temporary administrative hold placed on their account until payment is received. Students on administrative hold are ineligible to enroll in courses, receive transcripts, or final diplomas until the hold is resolved and removed. Late payment notices will be sent to the student's official school email address.

Financial Aid

Students relying on federal or private loans for tuition payment must have completed all necessary loan arrangements so that such loans are approved and on file with the Financial Aid Office by the first payment due date each semester. If the financial aid deadline is not met, students are required to make payment arrangements with the office of Student Accounts, until the loan money becomes available.

PAYMENT OPTIONS

Available Payment Methods

Approved Student Loans

Check: made payable to Saybrook University

Credit Card: Visa, MasterCard, or Discover

Online ACH/check (available on the student Gateway only)

Wire Transfer (fee will be charged)

If you obtain a loan to pay for your education, you will have to repay the full amount of the loan plus interest, less the amount of any refund.

Available Payment Plans

Payment in Full: due by the start of the semester

Installment Plan: 4 monthly installments spanning the length of the semester. Unless otherwise informed, students are subject to the standard Saybrook fee structure.

For all tuition, balance, or payment plan questions, contacts the Student Accounts Office:

Student Accounts

Studentaccounts@saybrook.edu

888-253-5100

REFUND AND WITHDRAWAL

STUDENT REFUND POLICY

Tuition charges may be eligible to be prorated based on the following conditions:

Notice of withdrawal must be made in writing to the Registrar's Office.

The date of receipt of written notice of withdrawal by the Registrar's Office determines the amount of tuition charges potentially eligible for a prorated refund.

Tuition refunds will be calculated on a pro-rated basis based on the day of withdrawal and applies to students withdrawing voluntarily, as well as students who are dismissed from the University for academic, disciplinary, financial reasons or for non-attendance according to the attendance policy. The pro rata refund shall be no less than the total amount owed by the student for the portion of the educational program the student attended regardless of the fund source the student is using to pay for tuition. The pro-rata refund will be determined by the number of calendar days a student completes in the semester/term, divided by the total calendar days of the semester/term. If this amount is less than or equal to 60%, then the student is due a prorated refund equal to the difference of 100% of total tuition charged and the total percentage completed. Pro-rated refunds pertain to the semester/term tuition charges only. No tuition charge reversals are made after the 60% point in the semester or term

(payment period). Not registering for courses or ceasing to attend current courses is not considered a notification of withdrawal and may result in tuition and fees owed to the University.

New Students will receive a 100% reversal of tuition, less the Residential Orientation fee, if they notify the Registrar's Office in writing that they are withdrawing from the program **prior to the end of the Add/Drop period.**

If a student notifies the Registrar's Office that they will not be attending the RC more than 30 days before the start of the RC, they are entitled to a full reversal of the Residential Conference (RC) fee. Within 30 days of the start of the RC, the RC fee will be reversed and the RC late cancellation fee of \$225 will be invoiced. Once the RC has begun, the RC fee must be paid in full

Students receiving Title IV funds are subject to the Return of Federal Funds policy regarding withdrawal and refunds. Any amount in excess of the aid "earned" for the time period the student was enrolled must be returned to the federal aid program. Students who remain enrolled through at least 60% of the payment period are considered to have earned 100% of the aid they received. Returning Title IV funds could result in a balance owed to the University by the student.

Withdrawal often results in a balance due to Saybrook University.

Students should contact the Student Accounts Office to arrange payment for any balance owed. If the student is due a refund, all checks and/or direct deposits will be automatically issued.

Enrollment Status

Saybrook University has established minimum credit hour thresholds for determining full-time and half-time enrollment status. A student enrolled in at least six (6) credits per semester is classified as a full-time student, and a student enrolled in at least three (3) credits per semester is classified as a half-time student. Furthermore, a student enrolled in dissertation will be reported at a full-time enrollment status. Students sponsored in F-1 status must maintain full-time enrollment in order to maintain non-immigrant status. To maintain non-immigrant status, International students should discuss any less-than full-time enrollment plans their Designated School Official (DSO).

FINANCIAL AID REFUNDS

Once loans have been disbursed to Saybrook University, and the student is enrolled in the minimum number of credits to maintain financial aid eligibility, the Student Accounts Office will apply them to the tuition and fees balance owed.

Any amount in excess of the balance owed will be refunded to the student. In accordance with federal regulation these refunds will be sent automatically to the student within 14 days of the credit balance appearing on the student's account.

Refund disbursements are available via direct deposit to a designated bank account by submitting a completed Direct Deposit Authorization Form with a voided check to the Student Accounts Office. If no direct deposit information is provided, refund checks will be mailed to the student's address currently on file. To expedite this process, please make sure all information is current at least two weeks before the start of the semester.

ELIGIBILITY

To be eligible for State or Federal assistance under Title IV of the Higher Education Act, a student must satisfy all of the following criteria:

- Be enrolled as a regular student
- Have a High School Diploma or GED and a Bachelor's Degree
- Be enrolled or accepted for enrollment in a degree program at Saybrook University
- Be a U.S. citizen or eligible non-citizen
- Have a valid Social Security Number
- Have demonstrated financial need as determined through completion of the Free Application for Federal Student Aid (FAFSA) prior to being awarded need-based financial aid.
- No need must be shown to receive non-need based financial aid (Unsubsidized Stafford Loans and Federal GradPlus Loans). However, all applicants **must** file a FAFSA.
- Be making satisfactory academic progress toward completion of the degree program as defined by Saybrook standards and practices
- Not be in default on a federal student loan
- Not have borrowed in excess of the aggregate loan limits allowed for the federal loan programs unless the excess amount has been repaid or a satisfactory payment arrangement has been made
- Not owe a refund on a Pell or SEOG grant at any institution attended
- Be registered for the Selective Service (if a male born after January 1, 1960)
Cannot have been convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving Federal student aid
- Certify that you will use Federal Student Loans/Federal Direct Stafford Loans only for educational purposes.

HOW TO DETERMINE NEED

CALCULATING THE AMOUNT YOU BORROW

Before you apply for financial aid, please read the following information.

Living Expenses

Your award letter will indicate the maximum amount of funds that you may be eligible to borrow. It is important that you determine the amount(s) you will need to pay for school and to assist with living

expenses, if needed. You can then request up to the maximum amount listed on your award letter. Please note that financial aid programs are not intended to maintain a lifestyle nor are they intended to fund mortgages or credit card debts.

Reasonable living expense allowances are based on housing status and include rent, food, and utilities. To estimate your monthly income and expenses, try the Budget Calculator at the direct loan website to create your in-school student budget: www.ed.gov/DirectLoan/calc.html

Cost of Attendance (COA)

The cost of education is the estimated amount you will need to cover costs related to attendance at Saybrook University for one academic year of study. The academic year is defined as two consecutive semesters of enrollment. The standard budget is constructed by using basic costs of living plus tuition and fees for your particular program of study.

Determining Your Financial Aid Package

The financial aid package is based on the expected family contribution (EFC) of both the student and spouse's resources. This amount is determined by a financial needs assessment, which looks at assets, income, family size, and number of family members in college. The student's financial need is the difference between the costs of education minus the expected family contribution.

Once the financial need is determined, the student's financial aid package is produced; your package might include Federal Direct Loans, Federal Work Study, and/or Saybrook Scholarships or tuition assistance.

We encourage all students to apply for non-institutional scholarships and benefits. We will accept any outside resources. To get some ideas for resources, visit [Other Scholarship Sources](#).

HELP WITH FAFSA

Over \$100 billion in grants and loans for higher education are available through the federal government – but can only be accessed through the FAFSA (Free Application for Federal Student Aid). **C** **C** **o** **m** **p** **l** **e** **t** **i** **n** **g** your FAFSA is free, and you **MUST** complete it to be considered for student aid of almost any kind.

The FAFSA can be completed online, at your convenience.

Visit www.FAFSA.ed.gov

Enter the information requested. This will include:

Name

Date of Birth

Social Security Number

Information from your recent tax returns about your income.

Add Saybrook's school code to your FAFSA application. Saybrook's school code is G21206.

A "student aid report" will be sent via email and should be reviewed for accuracy. The FAFSA online can be accessed to make adjustments if needed.

Need help filling out the FAFSA?

Our downloadable tip sheet is available on our Financial Aid Forms page.

Need more help?

Call the Federal Department of Education at 1-800-4fed-aid

FINANCIAL AID FORMS

Forms- All Financial Aid forms can be found at:

<http://www.saybrook.edu/how-to-apply-for-financial-aid/>

SCHOLARSHIPS FOR GRADUATE STUDENTS

INVEST IN YOURSELF

Deciding to attend graduate school is a big step. It requires commitment, time, and life changes. Saybrook is committed to helping you find ways to invest in yourself and in your future.

We can help you with:

Saybrook's internal scholarships: All admitted students are eligible to be considered for a Saybrook scholarship ranging from \$500 to \$3,000 per semester. Students must apply by the priority deadline for each semester to be considered for the highest level of awards

Information about outside scholarships: Multiple organizations offer grants and scholarships. Since Saybrook is a fully-accredited institution, you can apply those outside funds to your education here.

Applications for veterans' benefits: Almost all Saybrook degree programs are already certified for veterans who wish to apply their GI education benefits.

Federal educational loan programs: Saybrook participates in the William D. Ford Federal Direct Loan Program, in which borrowers obtain loan funds directly from the US Department of Education.

As with other types of financial aid, you may need to complete the **Federal Application for Federal Student Aid** first.

Please contact admissions for additional information.

SAYBROOK SCHOLARSHIPS FOR CONTINUING STUDENTS

. Rollo May Scholarship

Each year Saybrook University is able to award the Rollo May Scholarship of \$5000 established as a result of the generosity of our donors. This one-time scholarship is awarded to a Saybrook student whose graduate work explicitly applies and extends the existential-humanistic contributions of Rollo May. Such student work may include scholarship in the areas of personality theory, psychotherapy, art and literature, cultural criticism, existential encounters, or other topics which the student clearly connects to the Rollo May tradition. To be eligible for consideration, students must be enrolled full-time and in good academic standing. The award is applied directly to the recipient's student account in the semester after the scholarship is awarded. Students will be notified of submission deadline and guidelines in advance.

OUTSIDE SCHOLARSHIPS

OTHER SCHOLARSHIP SOURCES

You can seek multiple private scholarships on your own.

Scholarship Search Services

You may want to start by using free scholarship search engines like those below.

CollegeView: <http://www.collegeview.com/index.jsp>

fastweb: <http://www.fastweb.com/>

FinAid: <http://www.finaid.org/>

PETERSON'S: <https://www.petersons.com/>

The Princeton Review: <http://www.princetonreview.com/>

Federal Student Aid: <https://studentaid.ed.gov/sa/>

LOANS AND OTHER AID

The following information provides links to help prospective students learn about Federal Loans and Guidelines. Please utilize these sites and then call or email Saybrook's Financial Aid Staff for further assistance: email finaid@saybrook.edu phone 888-253-5100 option 1.

Federal Loans

For an overview of federal loans, please go to <http://studentaid.ed.gov/types/loans#what-types-of-federal-student-loans-are-available>

Loans for International Students

Some privately funded student loans, such as those provided by eduPASS are available to non-US citizens provided there's a co-signer who is a US citizen.

Canadian students may use both the Canada and provincial loan programs to fund their education at Saybrook. For information on the Canada Loan program, please visit the **International Student Loan website** or the **Student Aid website**.

Tax Credits

For an overview of tax credits available, please go to <http://www.irs.gov/Individuals/Education-Credits>

VETERANS BENEFITS

Use your GI Bill® Benefits at Saybrook

The Washington and California Councils have approved most of Saybrook's schools and programs to administer educational benefits for eligible students through independent study provisions of the Veterans Administration. Programs delivered in both Oakland, CA and Seattle, WA qualify for Veteran's Benefits.

Veterans interested in using their benefits are encouraged to begin the application process at least three months before enrollment.

VA Benefits Eligibility

Veterans who have served at least 90 days of active duty service after September 10, 2001 and received an honorable discharge may qualify for the Post 9/11 GI Bill®. For those who served on active duty after 9/10/2001, see the VA website for more information.

VA Benefits Enrollment Verification

Saybrook University's Registrar's office will verify your enrollment and submit the necessary enrollment certification provided that you have already registered for your courses.

Yellow Ribbon Program

Chapter 33 students with 100% entitlement are eligible to participate in the Yellow Ribbon Program. This program is a supplement to the Post 9/11 GI Bill that helps veterans bridge the gap between the Post 9/11 tuition benefit and the actual cost of tuition and fees. Students currently on Active Duty are not eligible to participate in the Yellow Ribbon Program.

At Saybrook University, the Yellow Ribbon Program provides students up to \$6,000 additional tuition dollars per year (\$3,000 from Saybrook and \$3,000 matching funds from VA). The exact amount of Yellow Ribbon dollars received is based on the student's tuition and fees balance after Chapter 33 benefits and some institutional aid are applied.

Currently Saybrook will provide Yellow Ribbon funds to an unlimited number of qualified students. The university will review its Yellow Ribbon commitment each year. Participation levels may vary in future years.

Yellow Ribbon Eligibility Requirements

Individuals entitled to the maximum benefit rate (based on service requirements) may receive this funding. You may be eligible if you:

- Have served an aggregate period of active duty after September 10, 2001, of at least 36 months;
- Were honorably discharged from active duty for a service connected disability and served 30 continuous days after September 10, 2001;
- Are a dependent eligible for Transfer of Entitlement under the Post – 9/11 GI Bill based on a veteran’s service under the eligibility criteria listed above.

There is no minimum number of credit hours required for participation and awards will continue in subsequent years in which the student maintains satisfactory progress, conduct and attendance.

Application Process

- Step 1: If eligible, students should apply for benefits under the Post – 9/11 GI Bill with the Department of Veteran Affairs [online via VONAPP](#). Students that have previously used VA Educational Benefits at a previous school must complete form 1995 [online via VONAPP](#)
- Step 2: Forward a copy of Certificate of Eligibility to the Office of the Registrar at registrar@saybrook.edu

Saybrook University also works with veterans receiving benefits under the Montgomery GI Bill, Veterans Educational Assistance Program (VEAP), Dependents Educational Assistance (DEA), and Vocational Rehabilitation.

For additional information, visit the [Department of Veterans Affairs](#) website or the [Yellow Ribbon Program FAQ](#).

Online Resources

The Montgomery GI Bill® offers resources for veterans to assist with educational costs. Please go to <http://www.gibill.va.gov/apply-for-benefits/> for more information or to have a form mailed to you. Or call 1.888.GIBILL-1 (1.888.442.4551).

FEDERAL LOANS

FEDERAL AID PROGRAMS

Saybrook University participates in the William D. Ford Federal Direct Loan Program, in which borrowers obtain loan funds directly from the US Department of Education. The Federal Direct Unsubsidized Loan and the Federal Direct Grad PLUS Loans both fall under this program. The

Department of Education acts as the lender and loan funds are delivered directly to students' accounts through the Student Accounts Office. For more information, please go to:
<http://www.direct.ed.gov/>

Federal Direct Subsidized Stafford Loans are no longer available for graduate and professional students effective July 1, 2012. The Budget Control Act of 2011 passed by Congress and signed by President Obama eliminated the subsidy for graduate and professional students and moved this funding to Pell Grants for undergraduate students. As a result, graduate and professional students will be awarded **Federal Direct Unsubsidized Loans**. The annual limit, however, remains unchanged at \$20,500 and the aggregate loan limit for graduate students remains at \$138,500.

Termination of Direct Loan Borrower Repayment Incentives

Effective, July 1, 2012, the up-front rebate that has been provided to Direct Loan borrowers at the time of their loan disbursement will no longer be offered.

Federal Direct Unsubsidized Loans

Direct unsubsidized loans accrue interest while you are enrolled as long as you are enrolled at least half time status. You can choose to pay the interest each month while in school, or allow the interest to accumulate. The interest rate is fixed at 5.31%. Interest accrues from the time of disbursement and is added to the principal one-time upon commencement of repayment. The payment of interest can be deferred until the end of the grace period. The Unsubsidized Direct Loan has a 6-month grace period. To apply for an unsubsidized loan go to: www.studentloans.gov.

Federal Grad PLUS Loans

The Grad PLUS Loan is designed to help graduate students meet their educational costs. Graduate students may borrow up to the cost of education minus any other financial received. Grad PLUS Loans are available to borrowers who do not have adverse credit histories. The interest rate is fixed at 5.31% and repayment begins 60 days after the loan is fully disbursed. Graduate students do not enter repayment while enrolled at least half time status. To apply for an unsubsidized loan go to: www.studentloans.gov.

Understanding Credit

Your credit history is the most important factor used in determining your eligibility for a loan. Your lender reviews the credit report to determine if there are any indications of bad credit. If you have adverse credit, even a credit-worthy cosigner may not be sufficient in securing a Direct Graduate PLUS Loan or an Alternative Private Loan. We recommend that you obtain a copy of your credit report as soon as possible to get a full understanding of your credit-worthiness and have time to correct any errors. To receive a free copy of your credit report, visit www.annualcreditreport.com or call them at (877)322-8228. You may receive a free credit report from each of the three major reporting agencies: Equifax, Experian, and TransUnion, once every 12 months.

Federal Direct Entrance Interview

The US Department of Education requires first-time borrowers in the Federal Direct Stafford Loan Program to complete an online loan entrance counseling session before loan funds will be credited to your account. The session provides you with useful tips and tools to develop a budget for managing educational expenses and understand loan responsibilities. Students are required to complete an entrance interview for the Federal Direct Stafford Loan and one for the Federal Direct Grad PLUS Loan. The session takes 20 to 30 minutes to complete. The website address is: www.studentloans.gov.

Private/Alternative Loans

Students are always encouraged to fully utilize all federal student loan programs first as they offer better consumer protection for borrowers. If you choose not to apply for federal aid, there are programs that offer alternate loan resources. Students who are receiving financial aid can also utilize these programs to finance all or part of their calculated expected family contribution (EFC). Borrowers must be credit-worthy to participate in these programs. However, a credit worthy co-signer can be used for students who are not credit- worthy by program guidelines.

Under recent revisions to the Truth in Lending Act (TILA), a lender will be required to provide you with disclosures at several points during loan application and consummation. You will also be required to submit to the lender Private Loan Self-Certification Form as part of the application (which will be provided in the lenders' material).

Saybrook University does not have a Preferred Alternative Loan Lender Relationship with any private/alternative loan program. You have the right to choose any lender you want who provides private/alternative student loans. Saybrook University legally cannot recommend any one lender to students.

Other Federal Benefit Programs

Additionally, some students may be eligible for education benefits from the following federal programs:

Tax Credits

Stafford Loans

Please **contact Financial Aid** with any questions.

Financial Aid:

888-253-5100 option 1 Finaid@saybrook.edu

Financial Aid Fax: 855-245-9408

Mailing Address:

Financial Aid Office

350 N. Orleans St. Suite 1050

Chicago, IL 60654

WORK-STUDY

Federal Work-Study Program

The Federal Work Study (FWS) Program subsidizes employment for students with financial need. The program encourages community service and work related to your course of study.

Your hourly wage is set by Saybrook as your employer; it may vary depending on the responsibilities of your position. Your total work-study award is based on financial need and available funding.

Student employees are paid bi-monthly.

Students are not permitted to work more than 10 hours per week during periods of enrollment.

Please note that international students and students who are not U.S. citizens may not be eligible for aid. Students must confer with the financial aid office to confirm eligibility prior to accepting a position.

To find out if you are eligible for federal work-study, please contact the financial aid office at finaid@saybrook.edu. Eligible students may apply for any open work-study positions. For more information on available positions, email saybrookworkstudy@saybrook.edu.

FINANCIAL AID ASSISTANCE

Budgeting your Money and Understanding your credit

Saltmoney.org

- Student loan advice from expert counselors
- Scholarship, internship, and job searches
- Tools to take control of your finances
- Tips on building smart financial habits

Scholarships

Psychology Scholarships

Psi Chi, the National Honor Society in Psychology Psi Chi
American Psychological Association (APA)

OUTSIDE RESOURCES

Direct Stafford/Grad Plus Loan Counseling (entrance and exit) - studentloans.gov

Check the status of your loan(s) - studentloans.gov

Federal Student Aid History: NSLDS - nsls.ed.gov

Loan Repayment information/Debt Counseling - usafunds.org, nelnet.com, mygreatlakes.org,
studentaid.ed.gov/repay-loans

Consolidation/IBR Information - studentaid.ed.gov/repay-loans/consolidation

HEALTH AND SAFETY

Campus Crime Report and Fire Safety - ope.ed.gov/campussafety/

STUDENT OUTCOMES

Graduation Rates and Retention Rates can be found at:

<https://www.saybrook.edu/academic-affairs/accreditation/student-achievement>

Constitution Day

<http://www.constitutionday.com/>

The Saybrook University Guide to Student Consumer Information is produced by the Financial Aid Office

1-888-253-5100

FinAid@saybrook.edu

RIGHTS AND RESPONSIBILITIES

When you obtain a federal student loan you have certain Borrower's Rights and Responsibilities.

Borrower's Rights

You have the right:

1. To know what financial aid programs are available at your school.
2. To know the deadline for submitting applications for each available program.
3. To know how financial aid will be distributed, how decisions are made and the basis for these decisions.
4. To know how your financial need was determined. This includes how costs for tuition and fees, books and supplies, room and board, travel, personal and miscellaneous expenses, etc., are considered in your budget.
5. To know how much of your financial need had been met as determined by the financial aid advisor at the school or college. To know what resources (other financial aid, your assets, etc.) were considered in the calculation of your need.
6. To know what portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the repayment procedures, the length of time you have to repay the loan, and when repayment is to begin. Under the Federal Stafford Loan program if you cannot meet the repayment schedule, you may request that the loan payments be reduced for a specific period of time if it will assist you in avoiding default.
7. To know how the school determines whether you are making satisfactory progress and what happens if you are not. To request an explanation of the various programs in your student aid package.
8. To know campus security policies and crime statistics.

Borrowers' Responsibilities: You are obligated:

1. To complete all application forms accurately and submit them on time to the right place.
2. To provide correct information. In most instances, misreporting information on financial aid applications is a violation of law and may be considered a criminal offense.
3. To return all documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
4. If you borrow a federal loan, think about how much you're borrowing borrow wisely!
5. To use any federal, state-appropriated, or institutional financial aid received during the award year solely for expenses related to attendance at Saybrook University.
6. To read and understand all forms that you are asked to sign and to keep copies of them. To accept responsibility for all the arrangements that you sign.
7. Be enrolled at least halftime as a regular student. Students admitted on provisional or conditional status will be given a defined period of eligibility (usually one year) to achieve regular admission. Your Provisional and or Conditional Acceptance require that you adhere to the stipulations listed on your Saybrook University Admissions Acceptance Letter.
8. To perform the work that is agreed upon in accepting a Federal Work-Study award before you receive payment. To be aware of your school's refund procedures.
9. To repay your student loans, even if you don't complete your education, can't get a job, or aren't happy with your education. To maintain up-to-date address and telephone information with the Registrar's Office.

All schools must provide information to prospective students about the school's programs and performance. You should consider this information carefully before deciding to attend a school. As a recipient of a Federal Stafford Student Loan, you must notify the lender if any of the following occur before the loan is repaid: if you change your address, Graduate, Withdraw from school or attend less than half-time status, change your name, and/or transfer to another school. Request a deferment or forbearance, or change repayment plans if you're having trouble making your monthly payments.

The Borrower's Rights and Responsibilities Statement provides information about the terms and consideration of the loans you received under the accompanying Master Promissory Note (MPN) for Federal Direct Stafford/Ford Loans (Direct Subsidized Loans) and Federal Direct Unsubsidized Stafford/Ford Loans (Direct Unsubsidized Loans). You can view the document here: <http://www.direct.ed.gov/pubs/dlrights.pdf>

FINANCIAL APPEALS COMMITTEE PROCESS AND GUIDELINES

When students enroll at Saybrook University, they are aware of the costs they will incur and the financial aid available to them. Before enrolling, students should understand their financial obligations for the duration of their degree program.

A student who can document that extenuating life circumstances or changes adversely affected the ability to pay tuition for a specific academic year can file a financial appeal with the Financial Appeals Committee. The appeal letter outlining your circumstances including the Appeal Form and appropriate

additional documentation, must be submitted via email to financialappeals@saybrook.edu. If no supporting documentation is provided or the form is incomplete, an appeal will not be reviewed.

Students may only submit one appeal per academic year. No appeals will be reviewed from students who have submitted appeals within the current academic year. Currently enrolled students may not submit an appeal for a semester prior to the current academic year. Appeals are based on the following extenuating / unforeseen circumstances:

Death of an immediate family member which demonstrably impacts a student's ability to pay tuition
Student required to take care of ill or disabled family member (student must provide documentation of illness or disability and need for continuing care)

Medical conditions that prevent the student from meeting financial obligation to the school

Involuntary change in employment or income beyond the student's control

Natural disaster (request supported by documentation)

Tuition appeals will NOT be approved in the following instances:

- Lack of knowledge or misinterpretation of Saybrook policies and procedures as published in the Catalogue and on the Saybrook website
- Student's errors in judgment or irresponsibility involving availability of finances, academic ability, or time management
- Dissatisfaction with course content or delivery of instruction
- Dissatisfaction with academic progress in course
- Appeals of non-refundable fees
- Loss of financial aid, grants or scholarships due to lack of satisfactory academic progress (SAP). Please refer to the SAP guidelines for appeal.
- Non-receipt of mail or email due to obsolete address on file with the registrar or financial aid
- Student errors resulting in the delay of administrative processes relative to registration or delivery of financial aid funds
- Awarded up to Financial Aid cost of attendance (please check with the financial aid office if you are unsure)

Domestic Students: Currently enrolled domestic students should contact the financial aid office to determine if they have any additional financial aid eligibility.

International Students: International students wishing to appeal for institutional aid should consult with the Vice President of Enrollment for the appropriate course of action. Institutional aid for international students is fully allocated each year at the time of admission; therefore, only very limited additional resources are made available to meet extraordinary circumstances. Serious consideration is only given when there has been a significant life-changing event. See above for appeal circumstances.

Process to Submit an Appeal

When an appeal is submitted, the Financial Appeals Committee conducts a review. The committee meets at a minimum of once per month. Appeals must be emailed to financialappeals@saybrook.edu . A response will be provided within 15 business days of receipt of the appeal. The decision of the Financial Appeals Committee is final in all cases.

The Financial Appeals Committee is chaired by the VP of Enrollment Management and includes the Director of Student Affairs and the Assistant Provost.

Academic and School Policies

STUDENT CODE OF CONDUCT PREAMBLE

The conduct of the students of Saybrook University shall reflect the humanistic values upon which Saybrook was founded and to which it remains committed.

The Student Code of Conduct (SCC) and the procedures it includes are intended to provide a means by which Saybrook can take appropriate actions, if necessary, to protect its interests as both an educational institution and corporate entity responsible to the large society of which it is a part.

I. Policy and Code of Conduct

Saybrook strives to maintain a learning community characterized by intentional behaviors and interactions that reflect and value the personal integrity of each member of the community, common civility, and the active mutual respect by each individual member of the community toward every other, including specifically, diversity of opinions and beliefs. A student's conduct at Saybrook, or in direct connection with any community activity sponsored by Saybrook, violates this policy whenever it:

1. May threaten the health, safety, or security of any member of the Saybrook community, including the person who may be engaged in the violation. This includes but is not limited to sale or knowing possession of illegal drugs or narcotics; possession or use of explosives or deadly weapons or other weapons or other violation; or
2. Constitutes violation of the policies set forth in this section of the catalog related to plagiarism and sexual and other unlawful harassment (see below), and Institutional and Legal Policies related to non-discrimination and drug-free policies; or
3. Constitutes an overt attempt to intimidate, offend or demonstrate hostility towards others that exceeds civil expressions of difference; or
4. Constitutes a gross breach of the highest professional and ethical standards of conduct and of standards of intellectual honesty and academic scholarship. Such misconduct includes any form of cheating or plagiarism, or any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means (see below). Students are expected to be the sole authors of their essays and dissertations and the sole creators of original concepts expressed in them; or
5. Interferes, or seriously threatens to interfere, with Saybrook-related activity of any student or member of the faculty, administration, staff or Board of Trustees of Saybrook. This includes physical abuse, misappropriation of or destruction of property; or

6. Violates, or seriously threatens to violate, any federal, state, or local law in the course of a Saybrook activity; or
7. Intentionally violates institutional policies, or fails to comply with the authorized requests or directives of members of the Saybrook administration acting in their official capacity; or
8. Solicits or assists another to perform an act which violates this Policy.

II. Procedures

1. Administration. This Student Code of Conduct (SCC) is administered by the Director of Student Affairs of the University.
2. Initiation of Complaint. Any member of the Saybrook community may register a complaint of SCC violation with the Director of Student Affairs. Note that the complaint procedure below does not apply to allegations of sexual assault, dating violence, domestic violence or stalking, or to unlawful discrimination, harassment or retaliation on the basis of sex, sexual orientation or gender identity, which are addressed in the [Sexual Misconduct Policy](#). Complaints of harassment, discrimination or retaliation on other bases (other than sex/gender as described above) shall initially follow the procedure for Complaints of Discrimination, Harassment and/or Retaliation on other Bases as outlined in this catalog. However, if such a complaint against a student of Saybrook is determined to be valid, said complaint shall also be referred to the Director of Student Affairs for consideration of discipline for violation of the SCC. The Director of Student Affairs officer may also, at his or her own initiative, initiate an inquiry into possible violations of the SCC.
3. Filing a Complaint. A complaint of violation of the SCC shall be filed with the Director of Student Affairs in writing, either by letter or e-mail summarizing the violations and related facts. The complaint statement should include: (1) the name of the complainant; (2) the name of the person who is the object of the complaint; (3) the date or dates on which the alleged incident took place; (4) the place or places where the alleged incident took place; (5) a statement describing the alleged incident and any sections of the SCC allegedly violated; (6) the names of any witnesses to the alleged incident; (7) a one-sentence statement of the remedy sought by the complainant; and (8) the signature of the complainant together with the date when the complaint is filed. **The Director of Students Affairs will prepare the complaint himself/herself when he/she initiates the inquiry.**
4. Review Complaint and Determination by the Director of Student Affairs. If the Director of Student Affairs has a conflict of interest due to the nature of the complaint or the accused student's disciplinary history, the complaint will be referred to the Provost/Vice President of Academic Affairs or his/her designee

("Designee") for review and determination. A copy of the complaint may, at the discretion of the Director of Student Affairs or Designee, be provided to the person(s) against whom the complaint is made.

Upon an initial determination by the Director of Student Affairs, based upon his or her own informal inquiries and investigation, that the SCC may have been violated or has been violated, the Director of Student Affairs in consultation with others, as may be appropriate, will decide whether the matter may best be resolved informally (with or without the assistance of others), or whether it warrants formal consideration and action. It may be necessary for the Director of Student Affairs or designee to consult witnesses or the complainant to determine the correct course of action.

- a. The Director of Student Affairs shall investigate the SCC complaint and determine its validity, determine the nature of the violation, and determine the resolution. That resolution may occur informally or through formal consideration by the review panel. The Director of Student Affairs may impose formal disciplinary sanctions up to, and including probationary status.
 - b. **Interim Suspension.** In extreme circumstances, the Director of Student Affairs may ban a student believed to pose a significant risk to the safety of other students, faculty or community members from school events and/or programs; such a ban would restrict the individual's ability to enter school property for an indefinite amount of time until the matter can be thoroughly investigated and a final disposition can be rendered. A student may be restricted from school property or school events or disciplined for improper or illegal conduct whether it occurs on or off-campus (including cyberspace), and regardless of whether the conduct is specifically tied to a school activity.
5. **Review Panel.** At his or her discretion, the Director of Student Affairs may determine a matter warrants formal consideration and action, even if informal resolution has been attempted. In such cases, the Director of Student Affairs will convene a formal Review Panel chaired by the Director of Student Affairs or designee. The Review Panel shall consist of three members of the Saybrook community who have been trained to review alleged violations of the SCC. Its membership shall be approved by the Director of Student Affairs of the University. The Review shall be charged with formal determination of, report upon, and recommended action regarding the alleged violation. The Review Panel shall be convened in matters where suspension and/or exclusion or dismissal and expulsion may be considered (except when emergency action is necessary). The Review Panel shall be convened within ten (10)

business days of the determination by the Director or Designee that a Review Panel is warranted.

7. Review Panel Proceedings. The Review Panel is responsible to review the complaint with the respondent, to investigate the allegations in the complaint and to discuss options for resolving the complaint. The respondent is the student accused of violating the SCC. If the respondent has reason to believe that a member of the Review Panel may be unable to be impartial, the respondent may request that the Director disqualify that member from the Review Panel. Only the Director or Designee may grant a request for disqualification, and his/her decision in such matters is final.

The Director of Student Affairs will send a notice to the respondent that the matter has been referred to a Review Panel. The notice shall include a summary of the allegations, the provisions of the SCC alleged to have been violated and a copy of the complaint, the members of the Review Panel, the date and time of the Review Panel proceedings, and a description of the proceedings, including the possible sanctions that may be imposed. The respondent shall also be notified of his/her right to have a support person of his or her choice, other than an attorney, present at the Review Panel proceedings with him/her. The respondent has the right to respond in writing to the allegations, and if he/she decides to do so, must submit the written response at least two (2) business days prior to the Review Panel proceedings. The respondent will be provided at least five (5) business days' notice of the date of the Review Panel proceedings, except in an emergency.

Where considerations of time, travel, distance, or like circumstances prohibit personal appearance by a respondent, a telephone conference may, at the discretion of the Director of Student Affairs, be substituted. If a student declines to participate by telephone in any Review Panel proceeding where such participation is found to be reasonably necessary by the Saybrook official conducting the proceeding, the student shall have waived his or her right to personally participate in the hearing.

Review Panel Proceedings

- a. The Director of Student Affairs or Designee will summarize the alleged violations of the SCC and notify respondent of the process to be followed during the proceedings.
- b. The Review Panel will conduct any interviews of witnesses who are present in person or by telephone.
- c. The Director of Student Affairs will ask the respondent to respond to the complaint, and will note the respondent's comments.
- d. The Review Panel will ask clarifying questions of witnesses and/or the respondent to gather pertinent evidence.

- e. In cases where a respondent does not appear after proper notice or does not provide justifiable reasons for nonappearance, a decision will be rendered in the absence of the respondent. In this circumstance, the respondent may not appeal on the grounds that he/she has additional evidence that was not available at the time of the proceeding.
- f. Once the Review Panel completes its proceedings, including review of the complaint and any other pertinent documentation and interviewing the respondent and any witnesses or other members of the Saybrook community it deems appropriate, it shall render a decision. Such decision will be made within 30 days of the convening of the Review Panel, except in extenuating circumstances. If the Review Panel determines that a preponderance of evidence indicates that the respondent is responsible for violating Saybrook's SCC, the Review Panel will then issue appropriate sanctions to the respondent through a letter of sanction.
- g. The Director of Student Affairs will send notice of the Review Panel's decision in writing to the respondent within ten (10) business days of the hearing. Instructions on filing an appeal will be provided to the respondent in writing. The respondent will also be informed in writing if the Review Panel determines that he/she is not responsible for any violation of the SCC.
- h. The Respondent may appeal the decision according to the standards outlined in the Appeal Procedure section of the handbook below.
- i. A student who withdraws from Saybrook while Review Panel proceedings are pending shall not be permitted to register again until the student's case has been adjudicated.

Students should note that disciplinary action may be taken, and sanctions may be enacted, if they fail to participate in the Review Panel proceeding.

In cases that involve an interim suspension as described above,, the Director of Student Affairs and/or Vice President of Enrollment Management maintains the right to continue or initiate an interim suspension, pending the outcome of the Review Panel proceedings and any subsequent appeal.

All communication, including notices and the letter of sanctions, will be transmitted through the student's Saybrook email address.

- 8. Appeal Procedure. A respondent has the right to submit a written appeal of the Review Panel's or Director's decision to the Provost/Vice President of Academic Affairs within ten (10) business days of being notified of the decision. The written appeal must include:
 - a. A statement of the decision that the respondent wishes to appeal;
 - b. All information that the respondent is asking the Provost to consider; and

c. The basis for the appeal. All appeals must be based on one or more of the following:

9.

(1) substantial and prejudicial failure to follow procedures; (2) evidence that the sanction was unduly severe; (3) new evidence or arguments that were not available at the time of the review Panel proceedings. Late appeals will not be considered. The Provost and Vice President of Academic Affairs may leave the original sanction intact, reverse the original decision or sanction, or modify the original sanction or send the matter back to the Director or Review Panel for further review. The decision of the Provost/Vice President of Academic Affairs is final. Notice of the outcome of appeals will be sent to the student within five (5) business days of receipt of the written letter of appeal. In most cases, students who are appealing their sanction(s) will not be subject to the imposed sanction until their appeal has been resolved.

10. Disciplinary Sanctions. Any student or students found by the Director of Student Affairs (individually or on the findings of a Review Panel) to have violated any of the provisions of the SCC may be subject to the following disciplinary actions:

- a. Verbal or written warning that future misconduct may result in further or more severe disciplinary action.
- b. Disciplinary probation: the student may remain at Saybrook on the condition of demonstrated behavior that is acceptable to Saybrook within a specified period of time.
- c. Educational: a student is required to complete an educational activity, such as attending a workshop, completing an online training module, writing a reflection paper, etc.
- d. Restitution: requirements to perform community service or make payments to Saybrook or to other individuals, groups, or organizations for damages incurred as a result of a violation.
- e. Interim suspension: temporary separation between the student and Saybrook in circumstances that threaten the safety and well-being of any member of the SFAI community, threaten the preservation of Saybrook property, or threaten to disrupt the normal operations of Saybrook.
- f. Suspension: loss of student status for a specified time with resultant loss of all student rights and privileges. A suspended student will be required to leave campus and not be permitted to return until the time of the suspension is elapsed. A suspended student will lose credit for subjects carried that semester and fees and tuition will be forfeited according to the normal withdrawal policy. The disciplinary action will be recorded on the transcript. A student may be dismissed during such a suspension if the conditions of the suspension are violated.
- g. Dismissal: permanent termination of student status. Notification of dismissal will appear on the transcript and the student will be barred from all Saybrook properties, including, but not limited to the Residential Conference site(s).

Academic Policies and Processes

Registration

All new students are registered by the Office of the Registrar. In subsequent semesters students either self-register or are registered by the Office of the Registrar, depending on their program.

Self-Registration Programs:

- M.A. Management
- M.A. Psychology
 - **Includes the following specializations:** Consciousness, Spirituality, and Integrative Health (CSIH), Existential, Humanistic and Transpersonal Psychology (EHTP), Creativity Studies (CS)
- Ph.D. Organizational Systems
- Ph.D. Psychology
 - **Includes all specializations:** Consciousness, Spirituality, and Integrative Health (CSIH), Existential, Humanistic and Transpersonal Psychology (EHTP), Creativity Studies (CS), Psychophysiology, and the Clinical Psychology Specialization (Ph.D. Psychology, Clinical Psychology Specialization)
- Ph.D. Clinical Psychology
- M.A. Transformative Social Change
- Ph.D. Transformative Social Change
- M.A. Counseling/M.A. Psychology
- M.S. Integrative and Functional Nutrition
- M.S. Mind-Body Medicine
- Ph.D. Mind-Body Medicine
- Psy.D. Psychology
- Any/all non-degree students
 - This includes all non-degree seeking course students
 - This includes all certificate students

Programs That Do Not Self-Register:

- M.A. Psychology, Counseling Specialization (Seattle)

University Credit Hour Policy

Saybrook grants academic credit using the semester credit hour system. A credit hour represents the basic building block of an academic program. It is defined as the reasonable amount of work expected to achieve student learning outcomes and verified by evidence of student achievement that reasonably approximates the achievement expected from not less than one hour of classroom or direct faculty instruction and at least two hours of out of class student work each week for a sixteen-week term, or an equivalent amount of work over a term of a different length.

Student work leading to the award of credit hours may vary for courses that require online work, research, guided study, internships, practicum, and other academic work to achieve the identified

student learning outcomes. In addition, student workload may vary based upon program expectations established by national or regional accrediting bodies.

Courses are developed by faculty subject matter experts to ensure that the work and engagement required of the student are reasonably equivalent to standard credit hours. Course developers are responsible for identifying the amount of work that is represented in intended learning outcomes established for the course and verified by student achievement. Student engagement may include online seminars, responses to forum entries, threaded discussions, meeting with mentors or advisors, and/or additional independent work in lieu of class time. The director and/or faculty of the program in question review course content to ensure meeting policy requirements. The ongoing assessment of course outcomes is used to verify that assignment of work set in the original course design is consistent with achievement of learning objectives.

Progressing in a Course

Programs of study at Saybrook University offer a variety of course delivery modes, using both online and residency models of study. The syllabus provides the details needed to understand how the course progresses and the expectation of students in each course. It also provides access to learning materials including supplemental readings. It is important that students consult these documents prior to beginning their courses.

Continuous Enrollment

All Saybrook students are required to maintain continuous enrollment from the time of their enrollment until degree completion. Continuous enrollment is defined as registration and attendance during each required semester/term of the academic year. Students are required to be continuously enrolled in at least half-time status to meet Saybrook's continuous enrollment standards. Please refer to the *Financial Aid and Payment Policies* section of this Catalog regarding minimum credit requirements for financial aid eligibility.

Continuous enrollment is required for all terms during which attendance is required; however, there are a few exceptions. Students in programs that do not require attendance during Summer terms will not be required to maintain enrollment during Summer, but will be expected to resume enrollment in Fall. Students enrolled in non-credit bearing classes that fulfill degree requirements will be considered to be meeting continuous enrollment requirements. Students who transfer between programs are still expected to meet the requirements of this policy.

Students who are unable to register for any required semester/term can request a Leave of Absence for consideration of continuous enrollment. Please refer to the Leave of Absence Policy for additional information and requirements for taking a Leave of Absence. Students who do not meet the requirements above or are not on an approved Leave of Absence will be administratively withdrawn for non-compliance with the Continuous Enrollment policy. Students who have been administratively withdrawn should refer to the *Readmission Policy* for additional information on resuming enrollment.

Any questions regarding the Continuous Enrollment policy should be referred to the Office of the Registrar.

Attendance Policy

Attendance, either through online postings or through physical attendance at a face-to-face educational session is critical for success in Saybrook's hybrid, online and experiential courses. Students are required to actively participate in all online discussion forums, on-site residential conferences, required supplementary academic sessions in the Residential Conferences, as well as online seminars and trainings on information use, academic writing, and research, as required by their course.

Saybrook students demonstrate attendance in the following two ways: (1) A student must demonstrate attendance in each of his or her registered online courses by posting an academic activity in each course shell within the first week of the term and/or semester; or (2) At an RC or face-to-face educational session, students must physically sign in and register at the start of the event. They must be present throughout the event. They must also complete an evaluation and sign out at the end the event. If these requirements are not met by the first week of the term or semester a student will be administratively withdrawn.

Make-up work

Permission to make-up work missed is subject to the discretion of faculty. Make-up work may not extend beyond the end of the term or semester, except where allowed by the Incomplete Grade Policy.

Course Completions and Evaluations

The instructor assigns the final grade at the end of the term or semester, and the grade is posted to the student's official record.

Students will be offered the opportunity to complete a Course and Instructor Evaluation form at the end of each Semester. Evaluations of instructors are used in faculty review procedures and to guide improvements in Saybrook's programs. All information from student evaluations of courses and instructors is used only in summary form across multiple student evaluations to assure the anonymity of student responses.

Grading Policy and System

Saybrook University employs two grading options for students with concomitant quality points, a pass/fail grading system and letter grades. Students must choose their grading option upon initial enrollment and may not change their chosen grading option. Credits are always awarded in semester credits.

Option 1 is Credit / No Credit

<u>Code</u>	<u>Description</u>	<u>Quality Points</u>
CR	Credit. Student work demonstrates competence	3.5
NC	No Credit. Student work did not demonstrate competence	2.5

W	Withdrawn. Student withdrew after the Add/Drop period but before the 75% point in the semester/term	n/a
WNC	Withdrawn. Student withdrew from course after the 75% point in the semester/term	2.5
I	Incomplete. Work is satisfactory, but not completed within the semester. The student is given additional time to submit work for the course. A subsequent grade is pending.	n/a

Option 2 is Letter Grades

<u>Code</u>	<u>Description</u>	<u>Quality Points</u>
A	Student work is Excellent	4.0
A-	Student work is Very Good	3.7
B+	Student work is Good	3.3
B	Student work is Satisfactory	3.0
C	Student work is Unsatisfactory	2.0
W	Withdrawn. Student withdrew after the Add/Drop period but before the 75% point in the semester/term	n/a
WF	Withdrawn. Student withdrew from course after the 75% point in the semester/term	2.0
I	Incomplete. Work is satisfactory, but not completed within the semester. The student is given additional time to submit work for the course. A subsequent grade is pending.	n/a

Certain courses never have a letter grade and are not included in GPA calculations. These courses will receive a Pass or Not Pass (P/NP)

- Comprehensive Exams
- Culminating Masters Project
- Thesis or Dissertation Research
- Candidacy Qualifying Essays are given grades of CR or NC

Specific course names and numbers are specified on a per College or program basis, depending on the curriculum of the associated program.

Programs that do not provide a choice between grading options are as follows:

- PsyD, doctoral program in psychology, which requires letter grades
- Saybrook Seattle MA programs which employ the following grading scale:

<u>Code</u>	<u>Description</u>	<u>Quality Points</u>
AC	Achieved Competency	3.5
PC	Partial Competency	0.0
F	Failed to Attain Competency	0.0
W	Withdrawn. Student withdrew after the Add/Drop period but before the 75% point in the semester/term	n/a
WF	Withdrawn. Student withdrew from course after the 75% point in the semester/term	0.0
I	Incomplete. Work is satisfactory, but not completed within the semester. The student is given additional time to submit work for the course. A subsequent grade is pending.	n/a

Add/ Drop Policies

CSS Students:

For the 2016-2017 Fall and Spring semesters, the Add/Drop period for Saybrook is two weeks from the first day of the semester. Please consult the academic calendar for the exact dates for adding, dropping, and withdrawing from classes. Any courses dropped during the add/drop period are 100% refunded and are not given a grade. Courses dropped after the Add/Drop period may be subject to the published refund policy. Any course dropped after the 12th week of the semester will be assigned a WNC/WF grade, depending on the grading scheme in effect for the course.

CIMHS Students:

For students enrolled in Mind-Body Medicine programs, the add/drop period is one week from the first day of the term. Any courses dropped during the add/drop period are 100% refunded and are not given a grade. Please consult the academic calendar for the exact dates for adding, dropping, and withdrawing from classes. Courses dropped after the Add/Drop period are subject to the published refund policy. Any course dropped after the 6th week of the semester will be assigned a WNC/WF grade, depending on the grading scheme in effect for the course.

Incomplete Grades:

An Incomplete ("I") Grade is a temporary grade which may be awarded by a course instructor/program director when extenuating circumstances beyond a student's control prevent completion of course requirements by the end of the academic term. Incomplete grades are not considered passing for purposes of determining academic standing or federal financial aid eligibility.

Extenuating circumstances include, but are not limited to:

- A death in the family
- Medical hardship
- Family Emergency

- Natural disaster

To issue an Incomplete grade, the following conditions must be met:

1. Students must be actively attending the course;
2. Students must be passing the course;
3. Students must have successfully completed at least 75% of course assignments; and
4. Students must have an approved Petition for Incomplete Grade form.

Incomplete grades cannot be awarded for students who are not currently passing the course at the time of the request, nor awarded in place of a failing grade. Incomplete grades cannot be used to remedy for an overloaded course schedule, to raise a grade, or to extend the time frame to meet the requirements for practicum/internship or dissertation-related courses.

Incomplete grades are considered to be attempted but not completed and may result in a student failing to maintain Satisfactory Academic Progress (SAP) requirements (See Satisfactory Academic Progress Advisement). The “I” grade appears on grade reports and/or official transcripts until a final grade is determined and recorded.

To request an incomplete grade, students must submit a Petition for Incomplete Grade Form to their course instructor prior to the end of the semester/term. The course instructor will discuss the remaining requirements with the student, indicate a deadline and submit the form to the Office of the Registrar.

The form must include:

- The reason(s) that the student cannot complete the remaining course requirements on time.
 - Upon request, the student may also need to provide documentation of the extenuating circumstances.
- The course requirements/assignments that the student still needs to complete.
- Deadline for completion and submission of the remaining assignments to the instructor. The deadline should match the amount of remaining assignments and cannot extend more than six (6) weeks from the last day of the semester. Instructors may choose to require an earlier deadline, but cannot allow a later deadline.

The instructor will review the remaining assignments at the deadline and determine the student’s final grade. They will submit a Change of Grade Form within two weeks to the Office of the Registrar, who will then update the student’s grade. In the event that an instructor is not able to submit the Change of Grade Form, the Program Director or College Dean may submit the form on their behalf.

Once awarded an incomplete grade, it is the responsibility of the student to complete the additional assignments in a timely manner. If additional assignments are not submitted for grading, and a Change of Grade Form is not submitted to the Office of the Registrar within the approved time frame, the

Incomplete will be changed to a failing grade such as F, NC, or NP based on the course grade scale. (See the Grade Scale for a full list of grades.)

Incomplete Satisfactory Academic Progress (SAP) Advisement:

Students who are currently in a poor Satisfactory Academic Progress (SAP) status such as Academic & Financial Aid Warning or Academic & Financial Aid Probation will be further counseled by the Office of the Registrar upon receipt of an approved Petition for Incomplete Grade Form regarding the affect that an incomplete grade may have on the student's academic progress.

Students should understand that because an incomplete grade is considered attempted, but not earned, it will negatively affect their Rate of Progress during the SAP evaluation period at the close of the semester/term. (See Satisfactory Academic Progress Policy.) In addition, if a student does not receive a satisfactory grade by the deadline dictated by the course instructor, a poor or failing grade will also negatively affect their GPA, which may result in a change in their SAP status.

Grade Change / Appeal

A change of grade may be filed when the instructor has determined that a computational (misinformation, omission of work) or procedural (clerical) error occurred in the assignment of the original grade. A grade may not be changed as the result of reexamination of the student or the submission of additional work by the student after the close of the term. A grade assigned by an instructor may be questioned and clarified through consultation with the instructor of the course. If the disagreement is not resolved after meeting with the instructor, the student may make a formal appeal in writing submitted to the appropriate Program Director. If the Program Director is the course instructor, the appeal will go to the College Dean. Appeals must be received within 4 weeks after the end of the semester in which the class was taken. Grades shall not be changed without persuasive evidence that (1) the instructor evaluated the student's work in a manner inconsistent with that used to evaluate the work of other students in the course; (2) the instructor was motivated by a bias that is contrary to the policy of the University; or (3) the instructor failed to implement a relevant disability accommodation for the student that had been approved by the Institute and of which the instructor had been informed in a timely matter.

If a grade is being disputed because of alleged discrimination or harassment, a student is not required to meet with the instructor. In these cases, the student should submit a grade appeal in writing to the Director of Student Affairs, and the dispute will be processed through that channel.

Satisfactory Academic Progress (SAP) Policy

Saybrook University's SAP policy follows all federal and state regulations, and is designed to ensure the timely and successful completion of our degree programs. The following policy outlines the academic requirements for Satisfactory Academic Progress, and details how SAP is measured. Please note that this policy is in addition to any progress or performance policies in place for your school or program.

Satisfactory Academic Progress (SAP) is evaluated at the end of every semester. Please contact the Registrar's Office with any questions concerning the requirements outlined in this policy. This policy applies to all coursework accepted and applied in transfer as well as attempted at Saybrook University.

SAP Components

Pace (Successful Completion Rate) Measurement, a SAP Quantitative Component:

Pace is measured as: Successfully Completed Credits/Attempted Credits. Pace is measured cumulatively, and students' cumulative pace must not fall below 67%. Attempted credits include all Saybrook University course attempts recorded on the academic transcript, including repeated courses, withdrawals, and incompletes as well as transfer credits that apply toward the student's current degree program. Repeated courses count negatively against successful completion rates.

Grades that count negatively against successful completion rates include I, W, WF, NC, WNC, PC and F. Master's Projects/Theses, Doctoral Dissertations, Internships, Professional Seminars, and Professional Consultations are excluded from the pace calculation. Fractions are rounded to the nearest whole number.

Maximum Time Limit Requirement, a SAP Quantitative Component:

Students must complete their degree within a maximum time frame measured by attempted credits equal to 150 % of the number of credits required for their degree program. Credits accepted in transfer toward the program are included as attempted and earned credits in determining the maximum timeframe.

If at any point during the program, the institution determines that the student will not be able to successfully complete all program requirements at the conclusion of 150% of the normal length of a program as measured in credits, he or she will be dismissed from the University.

Cumulative Grade Point Average Measurement, a SAP Qualitative Component

Students must maintain a cumulative 3.0 quality point average to maintain Satisfactory Academic Progress. Cumulative Grade Point Average includes all graduate-level coursework attempted at Saybrook University, excluding grades of P/NP, I, or W. Transfer credits are not included in the cumulative quality point average calculation. Only the latest grade is counted in the cumulative GPA when a course is repeated.

Culminating Phase Timeframe

Students in the culminating phase of their degrees are not evaluated using the pace requirements outlined above. Rather, they must meet the following requirements:

- Master's Project: Students registering for the Master's Project with degree required coursework outstanding must complete all degree requirements before the end of the third full semester after the Project is registered. Students registering for the Master's Project with no outstanding

degree requirements must complete their degree program before the end of the second full semester after the Project is registered

- **Master's Thesis:** Students registering for the Master's Thesis with degree required coursework outstanding must complete all degree requirements before the end of the fourth full semester after the Thesis is registered. Students registering for the Master's Thesis with no outstanding degree requirements must complete their degree program before the end of the third full semester after the Thesis is registered.
- **Doctoral Dissertation:** Students registering for the Doctoral Dissertation with required degree coursework outstanding must complete all degree requirements within 10 consecutive semesters, inclusive of summer. Students registering for the Doctoral Dissertation with no outstanding degree requirements must complete their degree program within 9 consecutive semesters, inclusive of summer.
- Students changing from a Thesis to a Project, or from a Project to a Thesis, are measured according to their new SAP requirement described above, less the period of time already registered for their previous culminating course.
- Students in Project, Thesis, or Dissertation who have completed all degree required coursework become subject to the pace measurement if registering coursework beyond that which is required for the degree program, including Doctoral coursework registered during completion of the Master's program as afforded by the Master to Doctoral track.

Satisfactory Academic Progress Review and Evaluation

Satisfactory Academic Progress (SAP) is reviewed at the end of every semester. Students are evaluated against all qualitative and quantitative standards at the conclusion of each semester. Students meeting all Satisfactory Academic Progress standards will be considered in Good Standing. After each evaluation, students who do not meet SAP standards will be notified in writing, and will be assigned the appropriate SAP status.

SAP Statuses include Academic and Financial Aid Warning, Academic and Financial Aid Probation and SAP Dismissal. Academic and Financial Aid Warning/Probation statuses provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students placed in one of these statuses must meet with their Program Director to discuss course scheduling and build an Academic Recovery Plan.

Academic and Financial Aid Warning

Students in Good Standing who do not meet the minimum requirements for making Satisfactory Academic Progress at the time of evaluation are initially placed on Academic and Financial Aid Warning for the following semester.

Students are given one semester to meet all SAP requirements. Students in Academic and Financial Aid Warning status are required to meet with their Academic Advisor and/or Program Director to create an Academic Recovery Plan (ARP) to ensure their success in their academic program. An ARP is an

individualized plan which identifies the progress each student must make to return to Good Academic Standing. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting SAP requirements. These requirements may affect the student's eligibility for financial aid funds.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning. Students receiving an institutional scholarship must file a Satisfactory Academic Progress Appeal/Academic Recovery Plan and have it approved by the appropriate Program Director in order to retain their scholarship.

At the conclusion of the Academic and Financial Aid Warning period, students who meet all SAP requirements will be placed back in Good Standing. Students who do not meet all SAP requirements will be notified by the Registrar's Office and are required to submit a Satisfactory Academic Progress Appeal/Academic Recovery Plan. Institutional scholarship students successfully following a multi-semester Satisfactory Progress Appeal/Academic Recovery Plan do not need to file a new appeal/plan.

Students who have been granted a SAP appeal following a period of Academic and Financial Aid Warning are placed on Academic and Financial Aid Probation for the following semester. Students that do not file a SAP appeal, or who have their appeal denied, will be Academically Dismissed from Saybrook University.

Academic and Financial Aid Probation

Students in Academic and Financial Aid Warning who do not meet the minimum requirements for making Satisfactory Academic Progress at the time of evaluation, and have an approved SAP appeal, are placed on Academic and Financial Aid Probation for the following semester.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds. Students receiving an institutional scholarship will retain their scholarship while on Academic and Financial Aid Probation.

At the conclusion of the Academic and Financial Aid Probation period, students than meet all SAP and ARP requirements will be placed back in Good Standing. Students who do not meet all SAP and ARP requirements will be Academically Dismissed. Dismissed students are not eligible for course enrollment nor for financial aid. Dismissed students may reapply for admission 365 days after the dismissal date.

Academic Dismissal Appeal

As part of the reapplication process following dismissal, an Academic Dismissal Appeal must be submitted to and approved by the appropriate Program Director.

The appeal must specifically include:

- A reasonable explanation for the student's academic performance to date, and any mitigating circumstances that are related to his/her performance;
- Reasonable evidence that the student has the ability to be successful in his/her academic program due to changed circumstances, experience, and/or successful completion of credits during the period of absence; and
- A plan for completion of the coursework required to meet SAP upon the student's return.

The passage of time does not substantiate eligibility for readmission or appeal for readmission. Approved students will be readmitted in an Academic and Financial Aid Probation status.

Enrollment Status and Access to Saybrook Services

Access to Saybrook academic and administrative databases and services is limited to enrolled students. Non-enrollment, including during periods of medical leave or leave of absence, will result in suspension of database access and other enrollment-related services.

Note: Changes in enrollment status may result in loss of financial aid and in-school loan deferment eligibility. Please consult directly with your lenders and all other relevant agencies/entities to determine your obligations resulting from enrollment status changes.

Leaves of Absence

Saybrook requires all students to be continuously enrolled through the year. A Leave of Absence (LOA) is a temporary interruption in a student's program of study caused by an extenuating circumstance. LOAs are not required for institutionally scheduled breaks (such as holidays or time between semesters) but scheduled breaks may occur during LOAs.

A LOA will not be granted after the Add/Drop deadline of an active term/semester. A LOA together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Students are required to return to their program of study after their LOA ends.

Minimum Requirements for taking a Leave of Absence

To be eligible to apply for a LOA a student must:

- Have a valid extenuating circumstance;
- Not have any disciplinary or academic inquiries pending.
- Have earned credit hours toward a degree requirement in at least two terms (CIMHS students)/one semester (CSS Students).
- Not have exceeded the program limit for Leaves of Absence. Students are allowed two (2) LOAs during enrollment in a Master's level program and three (3) LOAs during enrollment in a doctoral level program.

Requesting a Leave of Absence

To request a LOA students are required to:

- Consult with their Program Director or College Dean and Director of Student Affairs regarding the impact of leave on rate of progress and program completion.
- Complete the Leave of Absence Form in full in which they must;
 - Clearly state the reasons for the LOA.
 - Provide documentation that verifies reason(s) provided.
 - Specify the expected term/semester of return.
- Consult with Financial Aid regarding the effects of taking a LOA on loan repayment terms and grace periods, if applicable.
- Submit the LOA form and any applicable documentation to the Office of the Registrar before the Add/Drop deadline. A LOA request made to any other person or department other than the Office of the Registrar is not considered official or actionable.

Please note: International students must consult with their Designated School Official (DSO) prior to taking a Leave of Absence to discuss immigration implications of an LOA.

While on an Approved Leave of Absence

While on Leave students retain access to their Saybrook email and Saybrook library services. Students are not allowed to use any other Saybrook resources or facilities until they return from Leave. While on Leave students are still required to comply with the Student Code of Conduct.

Returning from an Approved Leave of Absence

Students returning from a LOA will return to the same place in their program of study, with the same enrollment status, number of credits, and academic standing as when they began their leave. Saybrook will not assess the student any additional institutional charges upon return from a LOA.

If a student does not return from the leave on or before the expected term/semester of return, then the student will be administratively withdrawn from the university. The withdrawal will be recorded with an effective date of the start of the Leave of Absence. Please see the Withdrawal Policy for more information.

Military Leave of Absence

Eligibility

Saybrook offers a no-penalty leave of absence policy for Active Duty Service Members, Reservists, and Veterans. Students are eligible for the Military Leave of Absence policy if, during their leave, they performed or will perform voluntary or involuntary active duty service in the U.S. armed forces, including active duty for training and National Guard or Reserve service under federal authority, for a period of more than 30 but less than 180 consecutive days, and received a discharge other than dishonorable or bad conduct. Proof of activation or military orders dated within the time period of the

request for leave will be required. If the student's service period will last longer than 180 days the student may withdraw and be readmitted under the [Withdrawal Policy](#) for Armed Service members.

Applying for a Military Leave of Absence

Students must give advance written or verbal notice of military service to their Dean and the Office of the Registrar, unless such notice is precluded by military necessity.

Academic Progress

Students on Military Leaves of Absence are eligible to return in the next class or classes in the same program, with the same enrollment status, number of credits, and academic standing as when they began their leave.

Withdrawal from University

Official (Student-Initiated) Withdrawal

Students who choose to withdraw must submit notice in writing to the Office of the Registrar. The effective date of a voluntary withdraw will be the date the notice is received by the Office of the Registrar. Notice provided to any other office is not actionable and will not be processed unless submitted by the student to the office of the Registrar. For official withdrawals, a student's withdrawal date is the date the student officially notified the institution or any earlier or later date that the institution documents as the last date of attendance by the student.

Please note that international students must discuss implications on their non-immigrant status with their Designated School Official (DSO) prior to withdrawal.

Unofficial (Administrative) Withdrawal

Students will be withdrawn when they fail to:

1. Register and/or attend courses;
2. Meet the requirement(s) for continuous enrollment;
3. Make payment of all tuition and fees due;
4. Resolve Billing or Financial Aid holds;
5. Resolve Admissions holds;
6. Meet minimum attendance requirements; or
7. Fail to return from Leave of Absence by student's indicated return date.

For unofficial withdrawals, a student's withdrawal date is the last day of the last session/semester attended or any later date which the institution documents as the last date of attendance by the student.

Withdrawal – In Good Standing

Withdrawal in Good Standing is designed for students who have decided voluntarily not to continue their programs of study. It also indicates satisfactory clearance of academic and financial responsibilities on the part of the student prior to withdrawing.

Withdrawal – Not In Good Standing

- Fiscal – Students who have incurred financial obligations to Saybrook and fail to satisfactorily meet these obligations will be administratively withdrawn.
- Discipline – Students who are determined to be in violation of the Saybrook Student Code of Conduct or of other policies may be withdrawn as a disciplinary sanction.

A student who is administratively withdrawn for academic reasons may apply for readmission after twelve months and only after all financial obligations have been met. An acceptable plan for remedying any academic deficiencies must be considered and approved by Saybrook to determine if any terms stated at the time of administrative withdrawal have been satisfied in full. Readmission is not a right, and the decision of the Admissions Committee is final.

Note: Consult with the Financial Aid Office in advance, if possible, about financial aid eligibility, repayment, and return of aid consequences of your withdrawal.

Withdrawals and Financial Aid

Important Notice

The Higher Education Amendments of 1998, Public Law 105-244 (the Amendments of 1998) substantially change the way funds paid toward a student's education are handled when a recipient of Title IV funds, including Federal Stafford Loans, withdraws from school.

The requirements do not dictate an institutional refund policy. Instead a statutory schedule is used to determine the amount of Title IV funds, in this case, Federal Stafford Loans Subsidized and Unsubsidized, which a student has earned as of the date the student ceases to be in attendance. The amount earned is based on the amount of time the student spent in academic attendance.

Recipients of student loans who withdraw should contact the Financial Aid Office to complete an Exit Interview and should read the information below on Withdrawals and Financial Aid.

This change in the law makes clear that Title IV funds, including Federal Stafford Loans, are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV Federal Stafford Loan funds that the student was originally scheduled to receive.

Up through the 60% point in each payment period, a pro-rata schedule is used to determine the amount of Title IV aid (Federal Stafford Loan funds), the student has earned at the time of withdrawal. After the 60% point, the student has earned 100% of the federal Title IV funds.

If a recipient of funds withdraws from school after beginning attendance, the amount of Federal Stafford Loan funds earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student “earned,” “unearned” funds have to be returned. If the amount disbursed to the student is less than the amount the student earned, the student is eligible to receive a post-withdrawal disbursement of the “unearned” aid that was not received. In the case of Federal Stafford Loans, this means, if a loan was certified and the student enrolled, but disbursement had not yet been made at the time of withdrawal, the student may still be eligible for a disbursement.

What does this mean?

When a student withdraws from Saybrook, the Financial Aid Office calculates the amount of Federal Stafford Loan funds, subsidized and unsubsidized that have been “earned” from enrollment until withdrawal. The “unearned” amount that has been used to pay tuition is refunded to the student’s lender by Saybrook to reduce the student’s outstanding loan balance. Saybrook will then notify the lender that the student is no longer enrolled as of the date of withdrawal.

Subsequently the student is required to pay any “unearned” amount he or she has received for indirect expenses, such as living expenses, books and materials, travel, etc., according to the terms of his/her loan agreement, that is, according to the usual terms of repayment and the normal repayment schedule. No unusual or one-time refund of funds to the lender is required, as the student recipient of Federal Stafford Loans, as a result of withdrawal. The student, as the borrower, simply enters repayment as usual at the end of the six-month grace period.

Because the calculation of the tuition refund and the calculation of the amount of “earned” and “unearned” Federal Stafford Loan funds are no longer tied together by federal law as in the past, there may be a tuition balance owing as a result of withdrawal. Before you withdraw, please be sure you understand the potential financial consequences of withdrawal.

Student Grievance Resolution Procedure

Informal Problem-Solving Procedures

Saybrook University is committed to providing students with an educational experience of academic excellence and professional services. This is provided with the goal of maintaining a collaborative community based on mutual respect. As with all communities and relationships, problems and conflicts can and do arise. When students encounter problems or conflicts with faculty, or with the implementation of Saybrook policies, procedures or requirements, the following guidelines promote collaborative steps to address these issues. In all attempts to address student problems or conflicts, all participants are expected to:

- Bring both good intentions and collaborative principles to the process, acknowledging that reasonable people can differ reasonably
- Contribute to mutually respectful communications that can include divergent views without blame or hostility
- Maintain an awareness of one's own roles and responsibilities related to the issue and/or process and respect for the roles and responsibilities of others involved
- Intend to achieve the earliest possible resolution of the problem or conflict and avoidance of the need to move the process to a higher level of institutional assistance or review
- Work toward a resolution that considers the concerns, views, rights and responsibilities of all parties and is consistent with Saybrook's stated requirements, policies and procedures

The first step in addressing most problems or conflicts is to discuss the issue collaboratively with the individual directly involved. If this step does not successfully resolve the issue or conflict, or if the nature of the issue precludes this step, the supervisor for the program, department or school can be contacted for assistance. In addressing problems with faculty not resolved in dialogue with the faculty member, the Program Director or Dean of the College can assist the student in determining additional appropriate steps. Resolution steps may include reviewing records and consulting with relevant departments and/or offices on matters of policy and/or providing mediation assistance. If there is a problem, conflict, or difficulty resolving the problem at the level of supervisor for the program, area, school, or program, the student may contact the Director of Student Affairs. The Director of Student Affairs provides assistance to students in evaluating problems or conflicts that have not been resolved, clarifying related policies and procedures, and assessing the need for further steps in problem solving and/or collaborative conflict resolution.

Student Grievances Procedures

Grievances should originate as student problem-solving procedure attempts that were not resolved with finality. In the event that the Director of Student Affairs is unable to negotiate a resolution acceptable to all parties, a student may choose to initiate grievance procedures as outlined below.

Any student who feels that he or she has been subjected to an improper decision on an academic or an administrative matter is entitled to file a grievance. A grievance is defined as a written complaint concerning a decision made by a person or group of persons acting in an official School capacity that directly and adversely affects the student. A grievance does not properly challenge dissatisfaction with a school policy of general application on the grounds that the policy is unfair or inadvisable, nor should a grievance challenge individual department

or program academic policies, as long as those policies are not in contravention of general school policies. Grievances that assert violations of the School's Non- Discrimination policy and/or Policy on Sexual Misconduct, as set forth in this catalogue, shall follow the school's procedures for such complaints as outlined in this catalogue and will be monitored by the Director of Student Affairs. Please contact the Director of Student Affairs if you have any questions about which process should be used.

To commence formal grievance procedures, a student should submit a written statement of his or her grievance to the Director of Student Affairs within 30 days of the conclusion of the informal problem-solving effort. The letter must include the following:

- The student's name, degree and department, and matriculation history;
- The decisions by Saybrook and the events that give rise to the grievance;
- The adverse impact on the student;
- The policies of Saybrook, its agreements with the student, and/or any laws that have been violated and in what manner there has been material damage to the student;
- The resolution or remedy that is requested;
- The names of the decision-makers and other persons with knowledge of the matters at issue; and
- What the student has done to attempt to resolve the complaint.

Student Grievance Review Committee

Upon receipt of the grievance, the Director of Student Affairs will review the documentation. The Director of Student Affairs shall consult with the student who has filed the grievance and the officer, agent or representative of Saybrook whose decision or actions are at issue, in an effort to identify if it is possible to resolve the grievance without a hearing. The Director of Student Affairs has the power to propose to the President a resolution of the grievance which, if adopted by the President, shall conclude the grievance unless the grieving student objects.

If the Director of Student Affairs believes that the matter at issue is properly deemed to be a grievance as defined by this policy, the Director of Student Affairs will convene a Grievance Committee. The Grievance Committee will be convened and provide a resolution within 30 days of the filing of the grievance. The Director of Student Affairs will act as the Chair of the Grievance Committee. The grievant will be present when the Grievance Committee meets and may bring another member of the Saybrook community to the Committee.. The hearing shall be closed to any person who is not a party to the grievance or a person called by the Chair to give evidence. The Chair shall regulate the presence of persons and the calling of persons to give evidence. Questioning of witnesses shall proceed informally except that any party to the grievance may request the Chair to allow cross-questioning on important matters that do not intrude into personal privacy. Attorneys are not permitted at the hearings; however, a grieving student may otherwise choose to seek the advice of an attorney before or after the hearing.

The Chair shall thereafter convene the Grievance Committee for confidential assessment of the matter, and upon conclusion of the assessment meetings the Grievance Committee shall issue a determination report which must be approved by majority vote of the Grievance Committee.

Appealing Grievance Committee Resolution

In the unusual circumstances in which a student feels that the outcome of the grievance process reflects incomplete or unfair use of the information, or is inconsistent with relevant Saybrook requirements and/or policy, the student may request a review of the process and/or outcome by the Provost and Vice President of Academic Affairs for academic grievances and the Vice President of Enrollment Management for non-academic grievances. If a student decides to file an appeal, it must be filed with the appropriate Vice President within ten (10) business days of the determination by the Grievance Committee. The relevant Vice President will review all information and make one of the following determinations:

1. Determine a different decision/outcome based on considerations of completeness, fairness and/or consistency

-or-

2. Determine upon review that there is no sufficient basis regarding completeness, fairness and/or consistency with relevant Saybrook requirements and/or policy for additional action to address the issue and the outcome stands.

The relevant Vice President will, within 30 days, issue a final and binding decision.

External Complaint

A student is expected to follow the internal grievance procedures above, before complaining to an external agency. A student who utilized the internal procedure and who is not satisfied with the outcome may wish to raise the issue with the relevant state licensing agency under which the institution operates.

State*	Agency Name & Contact Information
California	California Bureau for Private Postsecondary Education A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Web site http://www.bppe.ca.gov .

Texas	Texas Higher Education Coordinating Board For a description of the procedure for filing a complaint and required forms visit the Texas Higher Education Coordinating Board’s website at http://www.theccb.state.tx.us then follow the link to <i>College Readiness and Success</i> then to <i>Student Complaints</i> . Student complaints are governed by Title 19 of the Texas Administrative Code, Rules 1.110-1.120.
Pennsylvania	Pennsylvania Department of Education, College and Career Education http://www.education.pa.gov/
Utah	Utah Department of Commerce http://www.dcp.utah.gov/complaints/index.html
Washington	Washington Student Achievement Council http://www.wsac.wa.gov/student-complaints

*The student is advised to find the state of residence. If the state of residence is not listed, the state in which the home campus is located should be selected.

An unresolved grievance may also be directed to the Western Association of Colleges and Schools, Senior College and University Commission (WSCUC). WSCUC requires that a complainant attempt to resolve the underlying grievance with the institution prior to filing a complaint. The Commission’s complaint procedures are for the purpose of addressing significant non-compliance with the Standards of Accreditation and Commission policies. Thus, WSCUC will not interpose itself as an adjudicatory or grievance-resolving body in individual matters including admission, granting or transfer of academic credit, grades, fees, student financial aid, student discipline, or collective bargaining, faculty or staff appointments, promotion, tenure, contractual rights and obligations, and dismissals or similar matters.

The Commission’s staff will investigate a complaint in order to determine whether it appears that a Commission Standard or Policy was violated and, if such is the case, it will take appropriate action within the range of options that are available to it under Commission Standards and Policies. The complaint form and process can be found under “Directory” at www.wascsenior.org. Inquiries may be directed to: Western Association of Colleges and Schools, Senior College and University Commission, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Phone: (510) 748-9001.

Student Research and Institutional Review Board Policies and Processes

Overview

Saybrook's research requirements are designed to provide a sequence of research experiences aimed at developing essential core research competencies necessary for the successful completion of the dissertation. They will be developed through, and demonstrated in, reading, evaluating, and critiquing the research of others and developing, conducting, and reporting one's own research.

Core Research Competency Domains

Students in all University master's and doctoral degree programs with a research component are expected to acquire, at the appropriate level for the degree and area of study, the following competencies in conducting and evaluating research. There are 11 core areas of research competency, outlined below in terms of skills and abilities to be developed and demonstrated in conducting research, culminating in the dissertation. They are also applied to evaluate research reports, propose research, and conduct small scale research studies in the research courses, qualifying essays, and evaluating meritorious dissertations and essays for awards.

1. **Abstracting:** Able to select and report the appropriate and essential information from published research as a succinct overview for the Abstract.
2. **Searching and scoping literature:** Able to search, discern, and select appropriate content areas, information sources, and depth of scope in reporting the literature relevant to the research topic and research question.
3. **Reviewing literature:** Able to organize and review critically, constructively, and professionally the literature presented in a manner that provides a clear background and basis for the purpose of the study.
4. **Posing a researchable question and formulating purpose:** Able to articulate clearly the purpose and rationale of the study, and the idea, question, problem, or issue being addressed, taking into consideration relevant socio-cultural contexts and issues, contextualizing it in relation to humanistic psychology, the human science, and/or organizational systems perspectives.
5. **Selecting and formulating methodology:** Able to identify, describe, and discuss the principal features of the methodological approach and specific research tradition being utilized, including epistemological and theoretical assumptions involved, and present the rationale for the selection of this approach to address the research question.
6. **Detailing research methods and procedures:** Able to describe clearly and implement the methods and procedures relevant to the approach and research tradition being utilized including: selection of data sources (participants, existing textual materials, theoretical writings), data collection procedures (accessing, collecting, observing, recording data), data organization and analytic plan (process, design, meaning-making procedures for the data).
7. **Knowing research ethics:** Able to identify and address ethical issues relevant to the study and implement ethical standards to address them when applicable.
8. **Analyzing and interpreting:** Able to select, describe, conduct, and evaluate the appropriate analysis for the data and research question, and interpret the results clearly and succinctly regarding the subject domain and the human experience

- involved, in a manner consistent with the approach and standards of the tradition utilized.
9. Critically evaluating and concluding: Able to present and discuss clearly and succinctly implications and conclusions regarding the results, taking into account socio-cultural, theoretical, and epistemological context and assumptions, alternative viewpoints, degree of generalizability, and strengths and weaknesses of the study, in a professional and scholarly manner.
 10. Reporting: Able to communicate the basis, understanding, and evaluation of the study in a cogent, succinct, well formulated, and systematic manner, at the expected graduate level of written exposition, and utilizing the professional standard of APA (or other approved) format for presentation.
 11. Contributing: Able to utilize original, critical, and creative thinking to develop and implement a study that makes a meaningful contribution to the field in the area addressed, and that reflects and/or contributes to the humanistic perspective and values and/or the human science tradition.

Human and Animal Subjects: Guidelines, Regulations, and Procedures for Research

Saybrook University complies with the standards and guidelines of the Office for Human Research Protections (OHRP) of the U.S. Department of Health and Human Services pertaining to research using human beings and animals. All students, faculty, staff, and administrators who conduct research must be familiar with the policies of the Saybrook Institutional Review Board as well as other relevant professional ethical guidelines, and state and federal laws related to research with human and animal participants.

Saybrook Institutional Review Board (IRB)

All research activities under the auspices and oversight of Saybrook University will go through the IRB process. This includes research related to coursework, practicums, master's theses, dissertations, faculty and staff research and grant proposal applications. The review process the Saybrook IRB follows is mandated by federal law (Code of Federal Regulations Title - 45 - Public Welfare, Department of Health and Human Services Part 46 - Protection of Human Subjects). The IRB checks for sensitivity, procedures, and safeguards to protect the welfare of the human beings who will consent to participate in research projects. Furthermore, the IRB attempts to make its reviews of educational value to students and others conducting research. Until the IRB application is approved, there must not be any participant recruitment, data collection, or data analysis.

There are different IRB applications, depending on the kind of research being done, and they can be downloaded from the Saybrook website. Students are required to submit their IRB application electronically, and be familiar with the process and turn-around time depending on the type of study being conducted. Any Saybrook student who is believed to have neglected or violated these standards will be subject to immediate review under the Saybrook Code of Student Conduct.

Each student's Chair or supervisor for a dissertation, class, practicum, or master's project must review all IRB application materials before they are sent to the IRB for review.

The application must be approved by the IRB before students may begin recruiting participants or collecting any data. Conducting research with human participants prior to IRB clearance is considered a major ethical violation and could result in the loss of your data, review under the Code of Student Conduct, and possible dismissal from Saybrook. If in doubt, consult with your faculty member thesis/project/dissertation chair in advance, and the Director of the Saybrook IRB at (sirb@saybrook.edu).

Saybrook Seattle Campus Masters' Degree Program Research Policies

No master's-level Saybrook Seattle Campus culminating projects involve data collection or analysis, so they do not require IRB oversight. If a student does propose to conduct research, the IRB process and requirements must be followed.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment (20 USC S. 1232g), affords students certain rights with respect to their education records. For purposes of compliance with FERPA, Saybrook University considers all students independent. Questions about FERPA and student records may be directed to the Office of the Registrar.

Right to Inspect and Review

A student has the right to inspect and review the education record within forty-five (45) business days after the school receives a written request for access. A written request identifying the record to be inspected should be submitted by the student to the Office of the Registrar. The Campus Registrar or designee will make arrangements for access and notify the student of next steps for inspecting the record. If the Office of the Registrar does not retain the record requested, the student will be advised of the correct official to whom the request should be addressed.

Right to Request Amendments

A student has the right to request an amendment of an education record if the student believes the record is inaccurate or misleading. To request an amendment, the student must submit a formal letter to the Office of the Registrar, clearly identifying the part of the record to be changed, and specifying why the record is inaccurate or misleading. The office of the Registrar will review the request and facilitate a response to the student within 5 business days of the date written request is received.

Right to Request a Hearing

The University has the right to decide whether to amend a student's education record as requested by the student. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. To request a hearing, the student completes and submits a Request to Amend Educational Record form to the Office of the Registrar. The Registrar will refer the request to the

Administrative Director of Student Affairs, who will act as the hearing officer regarding all challenges to the accuracy of educational record and the denial of requested changes. The formal hearing will be conducted according to the following procedures:

- The student will be permitted to present information and materials in support of the assertion that the record is inaccurate, misleading, or otherwise erroneous.
- A representative of Saybrook University will be permitted to present information and materials that support the school's position.
- Each party will be present during the hearing and may challenge information and materials of the other party.

The hearing officer will render a decision on the matter generally within five (5) business days after the conclusion of the hearing. FERPA does not provide a process to be used to question substantive judgments, which are correctly recorded. For example, the rights of challenge do not allow a student to contest a grade in a course because the student believes a higher grade should have been assigned.

Right to Consent to Disclosures

A student has the right to consent to disclosures of personally identifiable information contained in the education record, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the school has contracted (such as an attorney, auditor, collection agent, or official of the U.S. Department of Education or other federal agency); a person serving on the Board of Trustees; or a student serving on an official committee or assisting another school official in performing tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill professional responsibility.

Saybrook University may disclose education records in certain other circumstances:

- to comply with a judicial order or a lawfully issued subpoena
- to appropriate parties in a health or safety emergency
- to officials of another school, upon request, in which a student seeks or intends to enroll
- in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
- to certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities in connection with certain state or federally supported education programs
- to accrediting organizations to carry out their functions
- to organizations conducting certain studies for or on behalf of Saybrook
- the results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence may be released to the alleged victim of that crime with respect to that crime

Additionally, Saybrook University must, upon written request, disclose to the alleged victim of any crime of violence or sexual misconduct, the results of any disciplinary proceeding conducted by the school against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon written request, to the next of kin of the alleged victim.

Right to File a Complaint

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Saybrook University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-5920.

Right to Restrict Directory Information

A student has the right to restrict the release of “directory information” except to school officials with legitimate educational interests and others as indicated above. To restrict the release of directory information, a student must make the request in writing to the Office of the Registrar. Once filed, this request becomes a permanent part of the student’s record until the student instructs Saybrook University, in writing, to remove the request.

Saybrook University designates the following as public or “directory information”:

- Student name
- Mailing address(es)
- Email address(es)
- Telephone number(s) Major Field of study
- Degree sought
- Expected date of completion of degree requirements and graduation
- Degrees and awards received
- Dates of attendance
- Full or part-time enrollment status
- Previous educational agency or institution attended
- Participation in officially recognized activities
- Photograph(s)

Student Services Personnel, Policies, and Processes

Saybrook University’s goals are to respond to student and institutional needs, to provide programs and services in support of our mission, to assist students in achieving academic success, and to enhance the overall learning environment.

Director of Student Affairs

The Director of Student Affairs of the University addresses personal situations that may affect graduate work, specifically problems or complaints that need resolution, as well as ADA/504- related issues, and Title IX-related issues. Circumstances that may impair a student's ability to continue with the program

should be brought to the attention of the Director of Student Affairs as early as possible. Students requiring educational accommodation per ADA regulations must make this known to the ADA Coordinator by submitting the forms regarding ADA accommodation available as downloads on the University website (under Student Services). For the 2016-2017 academic year, the Director of Student Affairs and the ADA Coordinator of Saybrook University is Julia Sondej, MA. who can be reached at 425-278-9313 or studentaffairs@saybrook.edu.

Office of the Registrar

The mission of the Office of the Registrar is to maintain an accurate academic record for each student who enrolls at Saybrook, and to provide timely, accurate, and responsive services to students, faculty, staff, and the public. The Registrar oversees course management, registration, transcripts and degree certification and manages the retention, access, and control of academic records for present and past Saybrook students.

Academic Records Services to Students

Transcripts

Students and alumni may obtain official transcripts from the Office of the Registrar. Saybrook University works with the National Student Clearinghouse for all transcript orders. Transcripts may be ordered [online](#).

Transcript requests will not be processed if the student has an outstanding obligation (i.e. Financial Hold, Library Hold, etc.). Students must clear any outstanding obligations with the appropriate offices.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION:

The transferability of credits you earn at Saybrook University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Saybrook University to determine if your credits, degree, or certificate will transfer.

Saybrook University has not entered into transfer or articulation agreements with other colleges or universities that provide for the transfer of credits earned in a program of instruction.

Enrollment Verification

Saybrook University is a participant in the National Student Clearinghouse, a central repository that maintains enrollment information for over 2800 US colleges and universities. Enrollment Verification through the Clearinghouse is designed to fulfill the verification requirements of agencies or companies offering products or services that require proof of a student's enrollment status. Students, agencies, and

companies should visit the National Student Clearinghouse website (www.nslc.com) to obtain enrollment verification.

Access to Academic Records

Students may have access to their records at any time during business hours with reasonable notice. Saybrook complies with applicable federal laws with regard to student records access. In accordance with FERPA, Saybrook may utilize up to 45 calendar days to provide students with access to their educational records.

Website Services

The Saybrook University website (www.saybrook.edu) provides academic program outlines, academic calendars and catalog, faculty profiles, current news and blog, and other academic and administrative information are available on the Saybrook website and are updated regularly. Saybrook students are required to have web access and an Internet Service provider.

Students, faculty and staff have access to My Saybrook , a private side of the website that specifically serves the community. A Saybrook user ID and password grants the user access to Saybrook email, online courses, the University's library resources, contact information for Saybrook students, staff and faculty, enrollment services and academic records, registrar forms, and student services contacts. New students receive their pre-assigned network user IDs and passwords after they have deposited.

Access Codes and Passwords

- Students are expected to make every reasonable effort to ensure the security of their access codes and passwords.
- All information, academic material, and proprietary material on the Saybrook website and network are the property of Saybrook, or other contracted property rights holder.
- When using email, the virtual classrooms, and similar forums, students and all users are expected to use standards of acceptable speech and dialogue which are required in the classroom and detailed in the Saybrook Code of Student Conduct.
- All individual information - rosters, email address lists, and similar contact data is intended solely for use by members of the Saybrook community for academic and administrative matters related to the academic programs of Saybrook. No one is permitted to copy, and/or distribute these lists for any other purpose.

- Unofficial web uses: There are numerous private websites hosted by Saybrook students or faculty. These are not official activities of Saybrook and the content therein is not official policy of Saybrook University.

Student Compliance with Vendor and Service Contracts

Saybrook maintains a large number of contracts and usage agreements with commercial and non-profit vendors who provide linkages, software, hardware, and service products utilized in the Saybrook network. Students are expected to abide by all contractual obligations of all vendors and service providers.

All services and products on the Saybrook website are intended solely for use by matriculated Saybrook students, Saybrook faculty, staff, and administrators. Providing access to unauthorized users through your codes, passwords, or accounts is a violation of the Code of Student Conduct.

Policy on Academic Honesty (Plagiarism) and Authorship

Plagiarism is incompatible with graduate study. Students are expected to be the sole authors of their written work, including coursework, projects, essays, theses, and dissertations. They are expected to be the sole creators of original concepts expressed in these written works, and to adequately cite the original concepts and writings of others. When students are co-authoring work, engaged in group work, or using editorial assistance in their work, the circumstances must be clearly identified and documented.

Plagiarism, which comes from the Latin word meaning “kidnapper” or “plunderer,” is a serious violation in research and all other academic work that can lead to failure in a course, academic suspension, or even expulsion from an institution. If the thoughts of others are used without citation, their work has been plundered by the user. Saybrook describes plagiarism as “a gross breach of the highest professional and ethical standards of conduct and of standards of intellectual honesty and academic scholarship.” Plagiarism is an act of betrayal of our field of study, of another researcher, and most importantly, of oneself. Presenting another’s thoughts as our own seriously limits our capacity to think in innovative ways, to create new ideas, to be a reliable thinker and researcher, and to participate in transformative learning, through which we can become more and more adept at self-expression, discovery, and the creation of new knowledge. If students co-author with another student, faculty member, or outside author, Saybrook adheres to the guidelines of the American Psychological Association Publication Manual, 5th Edition pertaining to the determination and listing of primary, secondary, and contributing authors, etc. Plagiarism is a violation of the Student Code of Conduct and may result in disciplinary action as outlined above.

Saybrook’s official source for appropriate citations and authoring conventions is the American Psychological Association Publication Manual, 6th Edition and is supplemented by Saybrook’s Handbook of Format and Style for Proposals, Dissertations, Theses, and Project (San Francisco, 2008). A downloadable copy of the Handbook of Format and Style is available on the Saybrook student gateway. Additionally Saybrook provides access to students and faculty to the Turnitin software which assists with appropriate citation methodology.

Library staff members are available to answer any questions about plagiarism.

Prohibition of Discrimination, Harassment, and Retaliation

Saybrook University welcomes diversity in its community and believes that a humanistic and transpersonal education is one in which the full glory of human beings is encountered and appreciated. Saybrook acknowledges its ethical and statutory responsibility to afford equal treatment and equal opportunity to all persons and thus affirms its policy of compliance with all applicable laws and directives that promulgate nondiscrimination and equality of opportunity through affirmative action. Saybrook prohibits discrimination and harassment against its employees, students and applicants based on does not discriminate based on age, ethnicity, sex, gender, gender identity, handicap, disability, genetic information, marital or parental status, national origin or ancestry, race, color, religion, creed, arrest record, military or veteran status, or sexual orientation or any other impermissible basis. This policy of non-discrimination applies to all aspects of admission, education, employment, financial aid, student activities, and other school-administered programs. Inquiries regarding compliance with this policy may be directed to the Provost and Vice President, Saybrook University, or to the Director of the Office of Civil Rights, Department of Education, Washington, DC.

Saybrook prohibits behaviors that include but are not limited to any unwelcome, deliberate or repeated unsolicited verbal, physical, visual, or sexual contact, or solicitations of favors that are offensive, abusive, intimidating, hostile, denigrating, or demeaning.

Harassment can take many different forms. Examples of verbal harassment include derogatory comments, slurs, accusations, or stereotyping. Physical harassment examples include assault, impeding movement, or any physical interference with normal work, or movement directed at an individual, as well as visual forms including cartoons, drawings, graphic materials, or derogatory posters.

Reporting Complaints of Discrimination

Complaints of Discrimination, Harassment, and/or Retaliation on the Basis of Sex, Sexual Orientation, or Gender Identity

A student who believes he/she has been subject to unlawful discrimination, harassment or retaliation on the basis of sex, sexual orientation, or gender identity, should report complaints in accordance with Saybrook's Policy on Sexual Misconduct, which covers sexual harassment and sexual violence. Acts of Sexual Misconduct are forms of sex discrimination. For the full Policy on Sexual Misconduct as well as additional resources, please visit our Campus Safety & Security Webpage.

Complaints of Discrimination, Harassment and/or Retaliation on Other Bases

A student who believes he/she has been subject to unlawful discrimination, harassment or retaliation (other than those related to sex/gender as described immediately above), whether by faculty members, employees, legal training supervisors, visitors, or other students, should bring the issue to the **immediate** attention of the Director of Student Affairs. Although preparation of a written complaint

is encouraged, it is not required. Complaints should include details of the incident or incidents, names of the individuals involved, names of any witnesses, and any documents supporting the complaint.

When the Director of Student Affairs receives a complaint of unlawful discrimination, harassment or retaliation, Saybrook will take prompt and appropriate action. If the complaint cannot be resolved informally (where appropriate), Saybrook will undertake an effective, thorough, and objective investigation of the discrimination, harassment, and/or retaliation allegations. Complaints and investigations will be handled on a confidential basis, to the extent possible, with due regard for the rights of the Complainant and the Respondent. Information about the complaint and investigation will only be released on a need-to-know basis, or as otherwise required or permitted by law.

If Saybrook determines that unlawful discrimination, harassment, or retaliation has occurred, effective remedial action will be taken in accordance with the circumstances of the incident. Appropriate action will also be taken to deter any future unlawful discrimination, harassment, or retaliation. Individuals who violate this policy will be subject to disciplinary action, up to and including removal from the institution.

Saybrook also bars retaliation against an employee, student, or applicant who files a good faith complaint of discrimination/harassment or otherwise participates in an investigation relating to the same.

POLICY ON SEXUAL MISCONDUCT

**The text below is adapted from Saybrook's Policy on Sexual Misconduct. For the full Policy on Sexual Misconduct as well as additional resources, please visit our [Campus Safety & Sexual Misconduct Webpage](#).*

Saybrook is committed to creating and maintaining a safe learning and working environment that is free of unlawful discrimination, harassment, exploitation, or intimidation. As such, Saybrook prohibits sexual misconduct in all forms, including but not limited to sexual harassment and sexual violence. Saybrook will respond promptly and effectively to reports of sexual misconduct, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior in violation of its Policy on Sexual Misconduct.

The Policy on Sexual Misconduct applies to all Saybrook employees, students, and other Saybrook Community Members, regardless of gender/gender identity and sexual orientation, for sexual misconduct occurring on Saybrook's campuses or in connection with its educational programs, activities, and services, or that puts Saybrook Community Members at risk of serious harm or otherwise creates a hostile learning and/or working environment.

Saybrook also bars retaliation against any employee, student, or applicant who files a good faith report of sexual misconduct or otherwise participates in an investigation relating to the same.

Reporting Sexual Misconduct

Making a Report to Law Enforcement

Saybrook encourages Community Members who have experienced sexual misconduct to immediately report the incident to the local police department or another area law enforcement agency.

Reporting of sexual assault, domestic violence, dating violence, and stalking to the police does not commit the Complainant to further legal action. However, the earlier an incident is reported, the easier it will be for the police to investigate if the Complainant decides to proceed with criminal charges. Early reporting makes it more likely that the police will be able gather needed evidence before it is lost or destroyed, and that the Complainant will receive timely notice of potentially helpful victim/witness services.

Making a Report to Saybrook

Complainants are also encouraged to report incident(s) of sexual misconduct to Saybrook's Title IX Coordinator, who is:

Julia Sondej
StudentAffairs@sSaybrook.edu
or
(425) 278-9313

Complainants are not required to report to area law enforcement to receive assistance from or pursue any options within Saybrook.

The Title IX Coordinator will provide a Complainant with information about available support services and resources, and also assist the Complainant in notifying law enforcement, including the local police, if the Complainant elects to do so.

If a Complainant discloses an incident to a Responsible Employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, Saybrook must weigh that request against Saybrook's obligation to provide a safe, non-discriminatory environment for all students, including the Complainant.

Procedures When Sexual Misconduct is Reported to Saybrook

Upon receiving a report of sexual misconduct, Saybrook will respond by providing the Complainant with supportive resources and interim interventions (where appropriate) and conducting a prompt, fair, and impartial investigation by a trained official. The response and investigation procedures are designed to provide a supportive process for those who report sexual misconduct as well as fairness and due process for the individual being accused.

Saybrook recognizes that in certain circumstances, informal resolution of a report of sexual misconduct may be beneficial to the Complainant, the Respondent, other involved persons (the Reporting Party, Witnesses), and/or the Saybrook Community at large. Whether a report of sexual misconduct is appropriate for informal resolution is within the discretion of the Title IX Coordinator, except that reports of sexual assault are never appropriate for informal resolution.

When the Title IX Coordinator determines that informal resolution is not appropriate or formal resolution is requested by either the Complainant or Respondent, Saybrook will launch an investigation. Once the Title IX Coordinator determines that a formal investigation is appropriate, Saybrook will conduct a thorough and impartial investigation by an individual who has been trained to investigate reports of sexual misconduct. (This may be the Title IX Coordinator, Deputy Title IX Coordinator, or other designee approved by the President.)

Typically, investigation into reports of sexual misconduct will include a period of fact-finding led by the Title IX Coordinator, during which time the Complainant, Respondent, and other relevant persons will be given the opportunity to participate in the investigation by sharing information with the Title IX Coordinator. Persons participating in an investigation will have the opportunity to submit a written statement, provide supporting materials, and identify witnesses.

Saybrook investigates reports of sexual misconduct independently of local law enforcement. In investigating and determining whether a violation of this policy has occurred, the Title IX Coordinator will utilize the “preponderance of the evidence” standard of proof. This means that Title IX Coordinator will determine whether it is “more likely that not” that sexual misconduct occurred. Both parties to a complaint of sexual misconduct will be updated as to the status of the investigation and related proceedings as necessary, or upon request. Once the Title IX Coordinator has concluded the investigation, Saybrook will simultaneously issue the written findings to both the Complainant and the Respondent.

Sanctions for Violations of Saybrook’s Policy on Sexual Misconduct

Upon finding that sexual misconduct occurred, the Title IX Coordinator will commence the sanctioning process for review and determination of appropriate sanctions.

In addition to sanctions, the Title IX Coordinator may also recommend that Saybrook or particular Saybrook Community Members adopt additional measures to remediate and/or prevent further conduct in violation of this policy.

Saybrook’s sanctions process is intended to provide an equitable process to both the Complainant and Respondent, demonstrating promptness, fairness, and impartiality.

Sanctions against students may include, but are not limited to the following:

- Formal written warning;
- ;
- No contact order pertaining to certain Saybrook Community Members or physical locations;
- Removal from specific courses or institutional activities; and/or
- Dismissal.

In addition, further protections for the Complainant may be available.

For the full Policy on Sexual Misconduct as well as additional resources, please visit our Campus Safety & Security Webpage.

Americans with Disabilities Act (ADA)

A qualified disabled student or applicant who requires an accommodation should complete the application for an accommodation, which is downloadable from the Saybrook University web site. This application, complete with a clinical record with information supporting the fact that the student has a disability, the functional limitations of such disability, and a set of accommodations suggested by the physician and those requested by the student, should be sent to the Director of Student Affairs, or designee. Such accommodations should be requested in a timely fashion, that is, well before the accommodation is needed. If the accommodation is reasonable, effective and will not alter a fundamental aspect of the educational program or otherwise impose an undue hardship on the institution, and/or there are no equivalent alternatives, the school will offer to make an accommodation. If appropriate, the Director of Student Affairs will consult with such individuals, within or outside the school, to provide him or her with expertise needed to evaluate the request. Students are required to provide all available and reasonably necessary documentation that is requested. Accommodation requests and the documentation related thereto will be maintained in a separate file controlled by the Director of Student Affairs.

For purposes of reasonable accommodation, a disabled student or applicant is a person who: (a) has a physical or mental impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working); (b) has a record with the school of such impairment; or (c) is regarded by the school as having such an impairment, or who is otherwise defined by law as a qualified disabled student or applicant. A qualified student with a disability is a student who meets the academic and technical standards required for admission or participation in Saybrook's educational programs or activities.

Workplace Security and Anti-Violence Policy

The school is committed to providing a workplace that is free from acts of violence or threats of violence. In keeping with this commitment, the school has established a policy that provides "zero tolerance" for actual or threatened violence on our premises or in the course of school business. Security and safety in the workplace are every employee's responsibility. It is therefore essential that every employee understand the importance of workplace safety and security. Every threat of violence is serious and must be treated as such. Threatening behavior can include such actions as throwing objects, making a verbal threat to harm another individual or destroy property, displaying an intense or obsessive romantic interest that exceeds the normal bounds of interpersonal interest, or attempting to intimidate or harass other individuals. Employees who become aware of any threats of workplace violence must report the threat immediately to their supervisor, who, in turn, will be responsible for notifying a Vice President or other officer of the school. Compliance with this anti-violence policy is a condition of employment and will be evaluated, together with other aspects of an employee's performance. Due to the importance of this policy, employees who violate any of its terms, who engage in or contribute to violent behavior, or who threaten others with violence may be subject to disciplinary action, up to and possibly including immediate termination.

If an individual becomes aware of any actual violence, imminent violence, or threat of imminent violence, obtaining emergency assistance must be a matter of first priority. The individual should immediately contact Saybrook Human Resources, and, if appropriate, should contact San Francisco, Oakland or Seattle Police Department authorities by dialing 911. (Individuals may report any incidents of violence or threats of violence without fear of reprisal.)

Campus Crime Reporting (Clery Act). In accordance with the Federal Student Right-To- Know and Campus Security Act of 1990, Public Law 101-542 amended into the Jeanne Clery Act of 1998, Saybrook University disseminates its annual security report, including campus crime statistics, each year on October 1. The Annual Security Report is published on the Campus Safety & Sexual Misconduct page on Saybrook's main website: www.saybrook.edu.

Drug-Free Guidelines

Saybrook University has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by its students and employees on Saybrook premises or as part of any of its activities. In addition to compliance requirements of the Drug-Free Schools and Communities Act (as amended in 1989), Saybrook subscribes to a long and distinguished tradition of humanistic values. As such, Saybrook seeks to develop the ability of our students to apply to their own personal and social lives the principles and values contained in Saybrook's mission statement.

The office of the Director of Student Affairs oversees student compliance with the Drug-Free guidelines. The Office of the President oversees employee compliance with the Drug-Free Policies and Procedures. For additional information, please consult the Director of Student Affairs or the Office of the President.

Substance Abuse Policy

Saybrook University promotes a safe, health, and productive educational and work environment for all individuals at the school. We comply with federal, state, and local laws governing the possession, use, and distribution of unlawful drugs at the work place. The sale, possession, distribution or use of illicit drugs on Saybrook premises or at its functions will not be tolerated.

- The school complies with the Drug-Free Schools and Communities Act (as amended in 1989) and prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by its students and employees on school premises or as part of any of its activities.
- Furthermore, each and every member of the Saybrook community has the right and responsibility to pursue his or her academic endeavors in a safe, effective, drug-free environment.
- Saybrook will impose discipline on faculty, students and staff members who violate the standards of conduct. Students who violate the provisions of the drug-free campus policy may be subject to suspension or expulsion. Violating California state statutes may also subject the individual to criminal prosecution.

Teach Out

In the event a decision is made to discontinue a program, Saybrook will make arrangements to allow students to finish their degree requirements, including the opportunity to transition to another program at Saybrook or to transfer to another institution. Students will be notified of the change with at least one semester's notice. For students who elect to complete the program, after a review of students' degree audits, arrangements will be made to teach the remaining courses needed by students. The arrangements for a teach out will be consistent with WASC standards. Saybrook will maintain its obligations to students, including: maintaining the experience, resources and support services to provide an educational program that is of comparable quality and reasonably similar in content, structure and scheduling to that being offered at the time of the decision.

ACADEMIC PROGRAMS

COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences (CSS) offers MA and PhD hybrid, online and campus-based programs that provide students with hands-on experience and mentoring from faculty who are active and experienced in their respective disciplines. Recognized as one of the world's leading institutions for humanistic scholarship and education, the College of Social Sciences is focused on helping students develop the insight and expertise that is necessary to serve both local and global communities.

Based upon Saybrook's mission, the College of Social Sciences *provides rigorous graduate education that inspires transformational change in individuals, organizations, and communities, toward a just, humane, and sustainable world*. Students and faculty, across degree programs and specializations, engage in critical dialogue, self-reflection, discovery, research and practice in pursuit of co-creating communities based in relationship.

The College of Social Sciences (CSS) is comprised of four departments. Although distinct and independent, the intellectual boundaries of the departments allow various opportunities for cross-disciplinary inquiry.

- Department of Counseling
- Department of Humanistic & Clinical Psychology
- Department Leadership & Management
- Department of Transformative Social Change

DEPARTMENT OF COUNSELING

PREPARING FOR PRACTICE WITH AN EDUCATION IN HUMANISTIC COUNSELING

Saybrook's counseling programs are specifically focused on the knowledge, experience, and practical skills students will need to enter professional practice. The programs within the department of Counseling prepare students for the Professional Counselor License (LPC) or equivalent.

Our programs are committed to a developmental approach in understanding individuals, groups, couples and families within their broader social and cultural context, and with a full appreciation of the inseparable nature of spirit, body, and mind. At Saybrook University, we understand that contemporary clinical research – in the form of analyses and meta-analyses of evidence-based studies in counseling and psychotherapy – continues to confirm that person-centered and interpersonal dimensions of psychotherapy are at the heart of therapeutic effectiveness. Our programs embrace the idea that a person-to-person connection is an essential element and key to counseling. With contemporary research in mind, program study will include core counseling courses, hands-on training, and close mentoring from faculty and field experience supervisors who are active and experienced in the field.

Accomplished counseling faculty members are active in both academia and professional practice, with specializations in family systems, couples and family therapy, child and adolescent therapy, family of origin therapy, leadership development, transformative approaches to therapy, health psychology, mindfulness, depth psychology, multi-cultural counseling, ethics, mental health advocacy and humanistic-integrative psychotherapies. Faculty offer extensive experience as innovative providers in mental health care and are poised to support clinicians-in-training. They assist students in navigating the world of professional development and licensing, while remaining true to a holistic approach to counseling and psychology. Students and alumni affect lives and systems through clinical practice and scholarship in diverse settings. They are instrumental leaders in working with those who are seeking to deepen the purpose and meaning of their lives.

DEPARTMENT OF COUNSELING MISSION, CORE VALUES, DISPOSITIONS & PROGRAM LEARNING OUTCOMES

Department Mission Statement: Counseling faculty are committed to preparing competent mental health professionals who inspire transformational change in individuals, families and communities toward a just, humane and sustainable world.

Department Core Values & Dispositions: The Counseling Department has adopted a set of professional and personal qualities to be demonstrated by all students and faculty. These qualities are directly linked to the mission and core values of Saybrook University. HUMANITI is a representation of our core values. All members of the counseling community are expected to embody these qualities inside and outside courses to the greatest extent possible. The qualities include:

Holistic: We approach what we do from a holistic and systemic perspective based on a belief in the inherent interconnectedness of all things.

Unconditional Positive Regard: We create relationships and communities built on compassion, respect, authentic voice, deep listening, reflective awareness, support and challenge leading to responsible presence and action.

Multiple Perspectives: We seek to honor difference because we recognize that there are many ways of knowing and there are inherent strengths in diverse perspectives.

Academic Rigor: We are committed to rigor in our academic and clinical experiences, with the desire to best serve others.

New Possibilities: We are creative, imaginative and courageous leaders who challenge assumptions and imagine and embody new possibilities.

Integrity: We live and conduct our work and relationships with integrity.

Transformation: We are scholar-practitioners who seek and apply knowledge to solve problems and foster personal, relational and social transformation.

Inclusive: We value life and embrace our responsibility to support the potential of those we serve to thrive in a just, inclusive, healthy and sustainable world.

Program Learning Outcomes: The program learning outcomes were directly born out of the department core values. Upon completion of either of the two counseling programs, students can expect to have gained expertise of the following:

Program Learning Outcome #1: Upon completing the program, students will demonstrate an ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.

Program Learning Outcome #2: Upon completing the program, students will be able to discern the elements of an effective therapeutic alliance and demonstrate the ability to co-construct and maintain a counseling relationship.

Program Learning Outcome #3: Upon completing the program, students will be able to examine and demonstrate an understanding of diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group and community experiences.

Program Learning Outcome #4: Upon completing the program, students will have demonstrated the ability to critique and synthesize theory as they integrate this knowledge into their counseling practice.

Program Learning Outcome #5: Upon completing the program, students will illustrate their role in advocating for individual and social change by utilizing effective communication skills across dialogues with peers, clients, supervisors and faculty.

Program Learning Outcome #6: Upon completing the program, students will be able to apply relevant professional ethical codes to guide their work and ethical decision making.

Program Learning Outcome #7: Upon completing the program, students will use professional literature, research and best practices to support individual, familial, group and community change.

Program Learning Outcome #8: Upon completing the program, students will be able to describe the relationship between their "self" as a therapist, their professional identity as a counselor, and their responsibility to serve clients and the community.

Career Opportunities: Licensed practitioners in Professional Mental Health Counseling and Marriage & Family Therapy have many career opportunities. In addition to independent practice, our graduates work in nonprofit service centers, substance recovery centers, community mental health centers, schools, university campuses, domestic violence centers, hospice outreach, adoption and foster transitional care, hospitals and ambulatory care, private practice and anywhere and everywhere that reaches the populations they are passionate about supporting.

Employers include:

- community health centers
- family service agencies
- school districts
- university counseling centers
- hospitals, medical, residential and ambulatory care
- prisons
- family support agencies
- juvenile justice and child protective services
- substance abuse clinics and recovery treatment centers
- non-profit organizations
- group and independent practice association

Saybrook Counseling Programs

The Department of Counseling offers the following two degree options:

MA Counseling (Hybrid Online Program): A career-focused, clinical mental health counseling program with practicum/internship training, this program prepares students for licensing as a mental health professional and empowers students to shape and craft their professional development and practice orientation. This is a hybrid program that blends residential conference attendance (each semester of the program), with online course instruction. Students that graduate from this program can seek licensure as a Professional Mental Health Counselor, and/or a Marriage and Family Therapist.

MA Psychology: Counseling Specialization (Seattle Based Program): The Saybrook Seattle program in Psychology with a Counseling Specialization prepares students for a professional role as a counselor who will be eligible for licensure as a mental health counselor or marriage and family therapist in the State of Washington. The curriculum is based on a systemic, relational, experiential model of education in which the interpersonal relationship and the development of social and emotional intelligence in the self are

considered the primary domains of attention around which a scholarly body of knowledge is taught and learned.

MA Counseling (Hybrid Online Program)

PROGRAM OVERVIEW

The MA Counseling Program prepares students with a rich foundation in humanistic and systemic principles to work in the field of clinical mental health counseling. The program caters to both students within California and students across the United States.

Hybrid Online Learning Model: The MA Counseling degree program combines online learning with periodic in-person residential conferences, experiential intensives, workshops and classes to support students in working toward the MA in Counseling degree.

Residential Orientation for Hybrid Learners

All new students in the MA Counseling program begin their studies with a one-time, two-day Residential Orientation. Residential Orientations are held two days ahead of the Residential Conference at the start of the Fall and Spring semesters.

Residential Conferences: All students participate in two six-day long required residential conferences per year (one at the beginning of the Fall semester and one at the beginning of the Spring semester) for the duration of the program. Activities during the required residential conferences are designed to expand further on the knowledge from coursework, to practice clinical skills, and to participate in professional development through lectures, workshops, invited talks, roundtables, courses, and seminars as well as formal and informal meetings and discussions with faculty, advisors, and peers. Although students complete most of their courses through distance learning, attendance at all residential conferences is an academic requirement, and their completion is important for successful academic progress as well as allowing students to meet with faculty and co-learners in a stimulating face-to-face environment.

Online Instruction: Online courses utilize a combination of learning goals, objectives, strategies, and delivery formats, including assigned readings, papers, and projects as well as asynchronous online discussions and at times synchronous teleconferences and/or videoconference sessions with faculty and peers.

Student Mentoring: Faculty and peer mentoring is a distinguishing feature of the program. Upon admission, students are assigned a faculty advisor and peer mentor to support both the transition into graduate school and success throughout the program.

Professional Licensure: The MA in Counseling program is aligned with the degree and coursework requirements of the California Board of Behavioral Sciences for registration and examination eligibility as a Professional Clinical Counselor (Business and Professions Code sections 4999.32 and 4999.40(a)) and for registration and examination eligibility as a Marriage and Family Therapist (Business and Professions Code sections 4980.37 and 4980.41).

It is the student's responsibility to determine the licensure requirements outside of California. The MA Counseling program may meet some or all of the requirements for other states, but additional state-specific approvals or coursework and/or practicum hours may be required beyond the Counseling program's graduation requirements. If additional coursework outside the Counseling program's requirements is required for licensure it may not be eligible for financial aid. It is the student's responsibility to work with the Registrar and Financial Aid office to determine a plan for registering and paying for courses that may not be financial aid eligible. Licensing requirements include the following for most states: completion of a master's degree (including specific coursework and clinical field placement), post-graduate supervised experience, examination, background check, and application for license.

Program Requirements

Master of Arts (MA) in Counseling

60 Semester Credits Required

The six-semester program provides a low-residency, blended and mixed model of distance learning, where students join a cohort of fellow students studying together on-line and meeting together with faculty at the beginning of each semester for residential conferences. Students can complete their degree without relocating and without leaving their current career. Students can choose either a Fall semester or Spring semester start date. Students who follow the 6-semester plan of 10 credits per semester can complete their degree in three years or six semesters. This plan includes some summer course work.

A portion of the 60 credit program includes three semesters of field work referred to as Practicum, Internship I and Internship II. Students locate appropriate practicum and internships and supervision in their geographic area, working in conjunction with Saybrook's faculty and the Director of Clinical Training. Faculty support and supervise year-round practicum and internship training so that students can accrue clinical training hours at their field experience sites during summer and semester inter-sessions.

Transfer Credit

M.A. in Counseling students can transfer up to 9 approved semester credits from an accredited academic institution. To transfer hours earned at another institution to the MA in Counseling Program, the student must provide an official transcript from the institution where the credits were earned. The student must also provide evidence that the course was approved for graduate credit at the institution where the course was

completed. To determine course equivalency, students will need to submit the official transcript, course title, course description and (when required) the course syllabus. No more than 9 semester hours that have been transferred from another accredited institution may be used for meeting the credit hour requirements of a master’s student’s program. The Program Director and appropriate program faculty will review each course transfer request on an individual basis. Clinical courses such as practicum and internship are not eligible for transfer review.

The following courses are required for the 60-credit MA Counseling degree program:

Online Courses

Required Courses	Credits
COUN 6020 Lifespan Development	3
COUN 2025 Counseling Theories	3
COUN 2500 Basic Counseling Skills	3
RES 1023 Understanding Research & Evaluation	3
COUN 2010 Structure & Dynamics of the Family	3
COUN 2060 Human Sexuality	3
COUN 2050 Psychopathology & Diagnosis	3
COUN 2510 Relationship & Family Intervention	3
COUN 2560 Multiculturalism & the Family Assessment	3
COUN 2562 Crisis & Trauma Intervention	3
COUN 2650 Professional Orientation & Ethical Practice	3
COUN 2505 Psychopharmacology	3
COUN 2531 Group Counseling & Psychotherapy	3
COUN 2532 Career Development & Counseling	3
COUN 2031 Assessment & Testing	3
COUN 2555 Advanced Child & Adolescent Therapy	3
COUN 2561 Substance Abuse & Behavioral Addictions	3
COUN 8152 Practicum 1	3
COUN 8153 Internship 1	3
COUN 8154 Internship 2	3
Total Semester Credits	60

Residential Conference Workshops & Special Population Intensives

MFT 2640 Partner Abuse and Domestic Violence

MFT 2639 Severe Mental Illness & Developmental Disabilities
MFT 2539 Child Abuse Assessment & Reporting
MFT 2544 Mental Health Recovery
MFT 2538 Aging & Long-Term Care
Special topic (1 day) – Rotates

Residential Conference Experiential Training

COUN 2701 Experiential: Basic Counseling Skills
COUN 2702 Experiential: Structure & Dynamics of the Family
COUN 2705 Experiential: Group Counseling & Psychotherapy
COUN 2704 Experiential: Relationship & Family Intervention
COUN 2703 Experiential: Crisis & Trauma Intervention
COUN 2706 Experiential: Child & Adolescent Counseling
COUN 2709 Experiential: Introduction to Mental Health Counseling

These program requirements are subject to change if there are changes in the California Board of Behavioral Science requirements, or changes in the Saybrook degree requirements.

The program is designed to address national counseling standards. To this end, the curriculum includes the following ten competency areas:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Individual and Family Development
4. Career Development and Life
5. Helping Relationships and the Counseling Process
6. Group Counseling and Facilitation
7. Assessment in a Multicultural Society
8. Research and Program Development
9. Professional Clinical Practice
10. Clinical Mental Health Counseling

MA PSYCHOLOGY, COUNSELING SPECIALIZATION (SEATTLE CAMPUS PROGRAM)

PROGRAM OVERVIEW

Saybrook Seattle Cohort programs are rooted in self-development through integrated, rigorous course work pursued in six five-day (Wednesday-Sunday) educational conferences each year at the Bellevue, WA campus. This approach integrates experiential learning within a cohesive, constructed learning community.

Experiential Learning involves the student as both scientist and participant in the systematic exploration of self, and self in relation to others.

The Learning Community, which develops in the context of six educational conferences per year, is enriched by the diversity of its own socio-economic, racial, cultural, and gender composition and fostered with its exceptionally small faculty-to-student ratio of 1:15.

Education within each conference may consist of any or all of the following forms:

- Individual, one-on-one, group work
- focused simulations
- lecture
- videotaped interactive presentations
- consistent feedback from faculty and peers

Theoretical Basis for the Saybrook Seattle Model

The Saybrook Seattle model rests on the foundations of Applied Behavioral Science (ABS) and Systems Theory.

ABS refers to the collection of theories and skills that places the self of the practitioner in the center of observed events. It can be defined as "the art and science of getting things done through and with others."

Systems Theory recognizes a system as an entity that maintains its existence, and functions as a whole, through the interaction of its parts. It posits that a particular system can be understood only by analyzing or engaging in the system in its entirety. In this program, you will learn the skills needed to analyze and improve a system and its processes whether the client is an individual, couple, family or group system.

Professional Licensure: Upon completion of the program students are eligible for licensure in the following states:

Washington

The M.A. Psychology Counseling Specialization program is aligned with the degree and coursework requirements for eligibility to become a licensed mental health counselor (LMHC) and/or a licensed marital and family therapist (LMFT) in the State of Washington. Applicants for licensure as an LMHC or an LMFT will also be required to complete a minimum number of hours of post-master's supervised counseling experience, as well as other state-specific requirements such as examination, application, and background check. It is the student's responsibility to determine the licensure requirements required beyond completion of their degree program. To assist with this research please visit:

[Licensure information for Marriage and Family Therapists in Washington](#)

[Licensure information for Mental Health Counselors in Washington](#)

Oregon

Students intending to practice in the State of Oregon must complete the Oregon licensure track which includes additional coursework to meet the requirements for eligibility to become a licensed professional counselor (LPC). Applicants for licensure as an LPC may also be required to complete a minimum number of hours of post-master's supervised experience, as well as other state-specific requirements such as examination, application, and background check. It is the student's responsibility to determine the licensure requirements beyond completion of their degree program. To assist with this research please visit:

[Licensure information for Licensed Professional Counselors in Oregon](#)

Other States

It is the student's responsibility to determine the licensure requirements for any state not listed above. The Counseling specialization may meet some or all of the requirements for states not listed, but additional state-specific approvals or coursework and/or practicum hours may be required beyond the Counseling specialization's graduation requirements. If additional coursework outside the Counseling specialization's requirements is required for licensure it may not be eligible for financial aid. It is the student's responsibility to work with the Registrar and Financial Aid office to determine a plan for registering and paying for courses that may not be financial aid eligible. Licensing requirements include the following for most states: completion of a master's degree, post-graduate supervised experience, examination, background check, and application for license.

Required Course work: The curriculum is based on a systemic, relational, experiential model of education in which the interpersonal relationship and the development of social and emotional intelligence in the self are considered the primary domains of attention around which a scholarly body of knowledge is taught and learned. Courses are permeated with experiential learning opportunities including personal reflection, small group work, and interactive practice where therapeutic competencies are practiced with abundant feedback from student colleagues and faculty.

The overarching emphasis in this curriculum is on developing professional and personal competence. To this end the curriculum includes the following seven emphases:

1. **Personal Leadership**—At the heart of clinical work is the use of the self in relationship with the client. More than a therapeutic “technique,” the use of self-care for personal awareness and an ability to use the self-moment-by-moment in a continuous, unfolding relationship with the client, who is seen as a learning partner in the creativity of therapeutic conversation. The therapist's own personal development, especially in relationship with his/her family of origin is fundamental in developing mature personal leadership.

2. **Systems Theory**—The fundamental theoretical paradigm in this curriculum is systems theory, which underscores the connectedness and interrelatedness of all things. Nothing can be understood and adequately addressed apart from the context in which it occurs and has developed from the

microbiological to the macro-systemic life of cultures and larger communities. When anything is understood from the perspective of time and multiple contexts or viewpoints, more options for possible change emerge. Systems thinking, therefore, is at the base of therapeutic creativity and change.

3. Core Factors of Therapeutic Change—Research into therapeutic efficacy has delineated central features of therapy that contribute to positive change. These features transcend any particular school of therapy and are thought of as “meta” factors to particular theoretical models. Awareness of these factors and increasing incorporation of these factors within the therapist’s personal style will augment the therapist’s competency.

4. Models of Therapeutic Change—Maturing therapists gradually evolve a unique personal style that integrates their best gifts. Over time they also incorporate ideas and processes from a variety of therapeutic models. The Seattle Counseling Psychology program curriculum introduces students to five models of therapy primarily drawn from the family systems field: Bowen Therapy, Structural Therapy, Cognitive Behavioral Therapy with a systemic approach, Narrative Therapy and Solution-Focused Therapy. Taught and practiced on the foundation of systems thinking, these models are intended to help beginning therapists develop a therapeutic approach that is responsive to the concerns of clients. Ideas from other models supplement these five approaches to therapy. Other models may include: somatic, depth, Jungian and, mindfulness based approaches.

5. Counseling Foundation Courses—Students are introduced to subject areas critical in understanding human behavior, such as abnormal behavior and the diagnostic process, human development, human sexuality, trauma and attachment, addiction, spirituality, diversity in clinical practice, the functioning of couples and families, and values.

6. Ethics and Laws—Responsible professional development includes attention to laws and ethics that govern and shape professional practice. Clinical training and supervision always includes attention to the legal and ethical issues and implications of each case. The ethical nuances and dilemmas of clinical work are also explored, including issues of power and diversity.

7. Issues in Professional Practice—Students investigate the field of health care, collaborative practice, particularly the discipline of mental health care, professional associations, journals, and continuing education opportunities in professional development.

These seven domains form the focus for the Seattle M.A. Psychology, Counseling Specialization curriculum. The specific courses and curriculum segments of the curriculum are defined in the following pages. The two-year program in Seattle is built on six educational conferences (EC) per year. An Educational Conference or EC begins on Wednesday morning and concludes Sunday afternoon. There are two cohort groups, each with a different entry point. The Spring cohort group begins in January and concludes in December. The Fall cohort group begins in September and concludes in June. In the first year of the program, there are three additional mini educational conferences (EC), which all begin on

Friday morning and conclude on Sunday afternoon. In the second year of the program, each student is involved in a clinical practicum, which usually last from 9 to 12 months.

Concurrent with the clinical practicum, the student participates in the Professional Seminar, a small consulting group led by faculty, which focuses on development clinical, ethical, and professional competencies in the clinical practicum

Student Competencies and Methods of Assessment

I. Student Competencies

A. Conceptual Competencies

- 1. General Knowledge*
- 2. Systems Perspective*
- 3. Models of Therapy*

B. Assessment Competencies

- 1. Recognition Skills*
- 2. Systemic and DSM V Multiaxial Diagnostic Skills*

C. Treatment Competencies

- 1. Engaging Skills*
- 2. Interviewing, Assessing and Hypothesizing Skills*
- 3. Intervening Skills*
- 4. Administrative Skills*

D. Professional Competencies

- 1. Supervision*
- 2. Ethical Issues*
- 3. Professional Image and Conduct*
- 4. Collaborative Care*

E. Self of the Therapist Competencies

- 1. Therapeutic Leadership*
- 2. Personal Learning and Growth*

Internships: High Ratings for Saybrook Seattle MA Students

In addition to the academic program, students will participate in internships during their second year. The 9-10 month supervised clinical internships, established in a variety of community settings, require a total of 700 hours of internship time, 280 hours of which is in direct client contact. Students also participate in ongoing consultation groups with faculty consultants and peers concurrent with the internship. Our students consistently receive high ratings in their internship settings, especially for their self-awareness and the capacity to engage artfully in the therapeutic relationship with clients.

Program Requirements

MA PSYCHOLOGY, COUNSELING SPECIALIZATION

The M.A. Psychology, Counseling Specialization program requires completion of 51 credits to meet requirements for licensure in the state of Washington. Students seeking counseling licensure in Oregon must complete 60 credits.

MA in Psychology Counseling Specialization Courses

Required Courses	Credits
SCO5064 Group Therapy	2
SCO5065 Counseling Theory	2
SCO5066 The Helping Relationship	2
SCO5067 Self of the Therapist I	1
SCO5068 Group Leadership I	1
SCO5069 Human Growth, Development, and the Family Life Cycle	2
SCO5070 Couple and Family Therapy Theory (I)	2
SCO5071 Couple and Family Therapy Technique (I)	2
SCO5072 Professional Ethics and Law	2
SCO5073 Self of the Therapist II	1
SCO5074 Social and Cultural Diversity I	1
SCO5075 Psychopathology	2
SCO5076 Research Methods and Statistics	2
SCO5077 Diagnosis and Assessment of Individuals	2
SCO5078 Couple and Family Therapy—Theory (II)	2
SCO5079 Couple and Family Therapy-Technique (II)	2
SCO5080 Self of the Therapist III	1
SCO5081 Group Leadership II	1
SCO5082 Professional Seminar I	1
SCO5083 Counseling Practicum	5
SCO5084 Couple and Family Therapy-Theory (III)	2
SCO5085 Couple and Family Therapy-Technique (III)	2
SCO5086 Human Sexuality	2
SCO5087 Self of the Therapist	1
SCO5088 Social and Cultural Diversity I	1
SCO5089 Professional Seminar II	1
SCO5090 Counseling Practicum	5
The Integrated Therapist: Tending the Body, Mind, Heart, and Spirit of Psychotherapy	1
Total required credits:	51

Additional Required Credits for Oregon LPC students: 9 credits	
COUN 2532 Career Development and Counseling	3
<i>Choose two of the following courses:</i>	6
COUN 2561 Substance Abuse and Behavioral Addictions (3 credits)	
COUN 2505 Psychopharmacology (3 credits)	
COUN 2562 Crisis and Trauma Intervention (3 credits)	
COUN 2555 Advanced Child and Adolescent Counseling (3 credits)	
Total credit hours:	60

DEPARTMENT OF HUMANISTIC & CLINICAL PSYCHOLOGY

The Humanistic & Clinical Psychology (HCP) department is home to Saybrook’s flagship programs which include the M.A. in Psychology, Ph.D. in Psychology, and Ph.D. in Clinical Psychology degree programs. It offers students a foundation of scholarship and practice based in the tradition of existential, humanistic, and transpersonal psychology. Learning encompasses a course of study that takes the student beyond traditional field-specific boundaries to focus on such subjects as consciousness, spirituality, and integrative health; creativity studies; existential, humanistic, and transpersonal psychology.

Discovery that is informed by a variety of disciplines and modes of inquiry can enliven each student’s primary field of study and enrich the learning process. It is with this in mind that the HCP Psychology and Clinical Psychology degree programs have expanded the definition of the field to include not only human processes that occur at an intrapsychic level, but also those that occur within groups, communities, societies, and at the global level.

Our research and practice encourage the best in human qualities and activities while also adhering to rigorous scholastic standards. By producing humanistic scholars, researchers, and practitioners, the Psychology and Clinical Psychology degree programs offer interdisciplinary graduate education that crosses and merges many disciplines within the diverse field of Psychology. Through such an approach, exploration of what it means to be human in the 21st century is expanded beyond traditional definitions of the fields of Psychology and clinical practice.

The uniqueness of Saybrook’s Psychology and Clinical Psychology degree programs lies in our heritage of humanistic, existential, transpersonal, and phenomenological inquiry. Key founders and early contributors to this tradition include such innovative thinkers as Carl Rogers, Rollo May, Abraham Maslow, James Bugental, Henry Murray, Viktor Frankl, Charlotte Bühler, and Virginia Satir. These and other leaders in existential, humanistic, and transpersonal psychology came together in the 1960s to challenge the dominant behaviorist and psychoanalytic theories and other models of inquiry into human experience. Today Saybrook faculty, alumni, and students continue to question, critique, and offer alternatives to many of the axioms of mainstream academic psychology and professional practice, including those of the now predominant bio-medical model. Through creativity, sound research, scholarly writing, and integrative professional practice, members of the Saybrook community keep alive the spirit of innovative and creative approaches to the increasingly complex issues of our times.

Their work offers a vital and emancipatory alternative to individuals, families, groups, and societies as they respond to human needs in an increasingly complex world. The emphasis of the course of study is on disciplined inquiry, scholarly research and writing, and the conceptualization of issues in psychology within the framework of their philosophical, scientific, social, and political contexts, as well as practical “real world” implications. It is an alternative educational program committed to the study of human experience from multiple frameworks informed by this historical and evolving humanistic perspective. The Psychology degree programs do not prepare students for clinical practice or eligibility for clinical licensure; only the Clinical Psychology degree program. However, many Psychology degree program students are already licensed clinicians, and find the coursework offered through this curriculum can complement and enhance their prior or concurrent study of clinical issues.

Curriculum Learning Goals

The curriculum learning goals express the Department’s mission and vision as overarching tenets that inform the learning objectives of degree programs, Specializations, and courses. They guide and support students in aligning their own aspirations and program goals and objectives with Saybrook’s mission. Student learning outcomes for each of the degrees are based on these goals. These learning goals support students to become:

- Leaders for life-enhancing social change
- Self-reflective scholar-practitioners
- Extraordinary thinkers who move beyond traditional disciplinary and paradigmatic boundaries
- Professionals who place their work within an expanded geopolitical, temporal, and socio-environmental context
- Persons who experience intra- and interpersonal authenticity and compassion

Psychology and Clinical Psychology Degree Program Contacts

Theopia Jackson, Ph.D.

Program Director of the Department of Humanistic & Clinical Psychology

TJackson@Saybrook.edu

Marina Smirnova, Ph.D.

Assistant Program Director of the Department of Humanistic & Clinical Psychology

mimirnova@saybrook.edu

MA and PhD Psychology

The Psychology degree programs (M.A. and Ph.D.) in the Humanistic & Clinical Psychology department offer mature students a foundation of scholarship based in the tradition of existential, humanistic, and transpersonal psychology. The M.A. and Ph.D. degree programs offer graduate education that helps students expand their outlook beyond the confines of a discrete discipline.

Students may customize their electives in the MA and Ph.D. program, selecting from a wide range of options to expand their horizons and meet a broad range of future professional opportunities. If students declare one of the three Specializations, their academic requirements will be specific to that focus area. Please see the Requirements under each Specialization for details. The Ph.D. program in Psychology provides flexibility in individual approaches to program planning and the study of Psychology along with a range of opportunities to broaden and deepen knowledge, interests, and areas of academic and professional development. The program provides the opportunity to build upon the foundation provided by an M.A. degree, from one of Saybrook's degree programs or elsewhere. Students develop their own plan from a wide range of options to develop further areas of knowledge, skill, and expertise to expand the scope of future opportunities and endeavors in professional life. This program is **not** a clinical psychology program nor is it designed to prepare students for future professional licensure. Such students should consider admission to the HCP Clinical Psychology degree program.

Degree Program Requirements

Hybrid Online Learning Model: The MA and PhD Psychology degree program combines online learning with periodic in-person residential conferences.

Residential Orientation (RO)

All new students in the M.A. and Ph.D. in Psychology degree programs begin their studies with our one-time, two-day Residential Orientation. Residential Orientations are held two days ahead of the Residential Conference at the start of the fall and spring semesters in California. Attendance at the entire RO is an academic requirement.

At the RO, students become familiar with the Saybrook culture and academic and support services, including online resources, and the library research services and databases. The challenges of distance and peer learning are also discussed during this time. At the RO, students:

- Consult with the Psychology degree program director and an academic advisor to organize their degree plan process.
- Develop a rationale for the scope and sequence of their proposed plan of study.
- Plan what consultation they will need from other faculty.

Residential Conferences (RCs)

All Psychology students participate in two five-day long required Saybrook Residential Conferences (RCs) per year (one at the beginning of the fall semester and one at the beginning of the spring semester). Although you may complete most of your courses through distance learning, all our online graduate degree programs have residential requirements. Residential requirements are academic requirements, and their completion is important for your successful academic progress as well as allowing you to meet with faculty and co-learners in a stimulating face-to-face environment. Our RCs are an important part of your learning experience as they nurture intellectual creativity, enrich the educational environment, and foster faculty and peer interactions. There are courses being launched, independent learning activities, peer learning opportunities, and other hands-on experiences intended to nurture professional development, skill building, and transformative change. All students must be on-site on the registration day and remain in residence until the last day of each conference. It is imperative that students plan accordingly. Any exceptions must be approved by the degree program director prior to the conference. Those students enrolled in the M.A. or Ph.D. Psychology; Specialization in Psychophysiology adhere to the RC scheduled as outlined in the Specialization section.

Some Certificate programs may have additional residential obligations for RC attendance (see Certificate programs).

Residential Conference Requirement

Master students are required to attend until formal enrollment in either master thesis or project. Doctoral students attend until they have advanced to doctoral candidacy (upon satisfaction of essay orals).

Academic Credit for RO and RC

No academic credit is given for attendance at the Residential Orientation. Students who attend a seminar at an RC and wish to study the topic further may, with the permission of the seminar instructor and degree program director, register for an independent study course (ALL 8100) following the RC and receive 1 academic credit upon completion. Each course is individually designed and negotiated with the seminar instructor. Not all RC workshops, courses, and seminars are eligible for the follow-up independent study credit.

RC Approved Absence Policy

If a student must miss an RC due to extenuating circumstances that include, but are not limited to documented medical hardship or family emergency, attendance at an RC must be made up at a later date, even if that is beyond the point where the student would normally not be required to attend RCs. In such cases, the student needs to notify the degree program director prior to the missed conference for approval. Refer to the Student Refund Policy for additional information.

Residential Conference Substitution Process

Prior to the Start of the Residential Conference

If students would like to substitute attendance at a professional conference for attendance at one of the RCs, they need to identify a faculty member who will sponsor them in this request. The conference must be at least five days, in accordance with Saybrook's Residential Conference. Students must complete the "Authorization Request to Substitute for Residential Conference" form and submit it for approval no less than 30 days before the RC to be substituted.

After Attendance at the Substitution Conference

Following the conference, students must complete the "Confirmation of Attendance at Substitute Conference" form and send to their faculty sponsor. After review and approval, the faculty sponsor will then forward it to the degree program director, who will complete the recording process. Tangible documentation of attendance for the entire event is required, along with a copy of the completed Authorization Request signed by the supervising faculty member and any other required academic work or learning product required by the supervising faculty member.

Transfer Credit

Transfer credits based on equivalent graduate courses taken at another regionally accredited institution in the same or similar discipline where the student received a grade of B or better may be transferred and will reduce the number of course credits required to be completed at Saybrook. Allowable transfer credits must be suitable for transfer to the intended degree as determined by the Registrar and the degree Program Director. Transfer course credits do not affect the minimum number of credits required for the degree.

Transfer credit to be applied toward required electives:

- MA Psychology – May include up to 3 transfer credits, completed during a graduate degree program from an accredited university, non-degree Saybrook Certificate credits, Saybrook CE Credits, or other non-degree credits taken at Saybrook University, within the last five years.
- PhD Psychology – May include up to 12 transfer credits completed in the Psychology discipline, 6 of these credits may be from cognate fields, non-degree Saybrook Certificate credits, Saybrook CE credits, or other non-degree credits taken at Saybrook University within the last five years.

Degree Completion Time

The degree completion time for a full time student in the MA Psychology program following the default course sequence will range from 2 - 4 years. The degree completion time for a full time student enrolled

in the PhD Psychology program following the default course sequence will range from 5 - 7 years. Any breaks in enrollment may impact completion time.

College, Degree Program, or Specialization change

Students who wish to change their degree program focus will be reevaluated by the new degree program director as to the appropriateness of admission to that new program of study. If admitted, those students will be held accountable to the degree program requirements as specified for the academic year in which such a change of enrollment is granted.

Ph.D. Research Requirement

The Ph.D. degree program in Psychology requires a sequence of research courses designed to develop research competencies in key areas. The sequence begins with Level 1 research courses: Information Competency and Library Use (RES 1006) in the first semester of enrollment, complemented by the Methods of Research and Disciplined Inquiry Part I and Part II courses (RES 1005 during first semester; RES 1015 during second semester or when RES 1005 is successfully completed). The initial sequence concludes with a Level 2 research methods course and the Research Practicum (RES 1100A/RES 1100B) in order to advance through the Candidacy process. These research courses must be taken consecutively:

- Successful completion of RES 1006 and RES 1005 are required before the student may register for RES 1015.
- Successful completion of RES 1015 is required before the student may register for the Level 2 research course.
- Successful completion of the Level 2 research course is required before the student may enroll in the Research Practicum and essays.

Though not required, it is strongly recommended that the Research Practicum provides preparatory experience with the method to be employed in the dissertation research. Students who have not taken an advanced research course in the methodological area they plan to utilize for their dissertation research may be required by their dissertation committee to complete an additional advanced research methods course. An alternative Level 2 research methods course not offered in the current course list may also qualify if taken as an independent study with an available, qualified faculty member and a mutually agreed upon learning contract, pre-approved by the Director of Research, as well as the degree Program Director.

The remainder of the doctoral research sequence includes Qualifying Essay 1: Methodology Critique Essay (RES 9010), Qualifying Essays 2 and 3: Literature Review Essays (RES 9020 and RES 9030), successful advancement to Candidacy, completion and defense of the dissertation proposal, and completion and defense of the dissertation.

MA and Ph.D. Psychology

Master of Arts (M.A.) Degree in Psychology; No Declared Specialization

The Psychology degree program offers adult learners a foundation of scholarship based in the tradition of existential, humanistic, and transpersonal psychology. Students have the option of pursuing the MA Psychology and not declare a specialization.

Master of Arts in Psychology No Declared Specialization		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1026	Information Competency and Library Use	2
RES 1025	Understanding Research	3
Core Psychology Degree Courses		
PSY1500A	Foundations and Critique of Contemporary Psychology - Part I	3
PSY 6060 OR CSIH 4070	Ethics in Psychotherapy and Psychological Research Ethics, Spirit, and Health Care	3
CS 4500 OR CS 7067	Dimensions of Creativity Organizational Creativity	3
CSIH 3200 OR CSIH 3000	Seminar in Consciousness, Spirituality, and Integrative Health Psychology of Consciousness	3
EHTP 1080 OR EHTP 2000	History and Systems of Psychology Foundations of Existential, Humanistic, and Transpersonal Psychology	3
EHTP 3080 OR PH 505	C.G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology Introduction to Psychophysiology	3
Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
		Total Other Elective Courses: 6
Upon completion of all required courses:		

RES 9200	Master's Project	3
OR		
RES 9400	Master's Thesis	6
Total MA Psychology; No Declared Specialization Credits: 32 – 35*		

*Saybrook transcript must reflect a minimum of 32 completed post-baccalaureate credits of new learning for the M.A.

Doctor of Philosophy (Ph.D.) Degree in Psychology; No Declared Specialization

Doctor of Philosophy in Psychology No Declared Specialization		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1006	Information Competency and Library Use	2
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
RES XXXX	Advanced Level Research Course – consult course descriptions for options	3
Core Psychology Degree Courses		
PSY1500A	Foundations and Critique of Contemporary Psychology - Part I	3
PSY1500B	Foundations and Critique of Contemporary Psychology - Part II	3
PSY 6060 OR CSIH 4070	Ethics in Psychotherapy and Psychological Research Ethics, Spirit, and Health Care	3
CS 4500 OR CS 7067	Dimensions of Creativity Organizational Creativity	3
CSIH 3200 OR CSIH 3000	Seminar in Consciousness, Spirituality, and Integrative Health Psychology of Consciousness	3
EHTP 1080 OR EHTP 2000	History and Systems of Psychology Foundations of Existential, Humanistic, and Transpersonal Psychology	3

EHTP 3080 OR PH 505	C.G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology Introduction to Psychophysiology	3
Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses: 18		
Upon completion of all required courses:		
RES 1100A/ RES 1100B*	Research Practicum (recommended to be completed with essays)	3-6
RES 9010	Qualifying Essay 1: Dissertation Critique`	3
RES 9020	Qualifying Essay 2: Literature Review	3
RES 9030	Qualifying Essay 3: Literature Review	3
RES 9500*	Dissertation	6-18
Total PhD Psychology; No Declared Specialization Credits: 68 – 83***		

*Registration in RES 1100B required if practicum research not completed during RES 1100A

**Dissertation to be completed in a minimum of two semesters and a maximum of six full semesters

***Saybrook transcript must reflect a minimum of 60 completed credits of post-master's learning for the Ph.D.

Saybrook M.A. Psychology to Ph.D. in Psychology; No Declared Specialization

The following requirements apply to students who 1) earn an M.A. in Psychology at Saybrook University, and 2) are currently earning an M.A. degree and wish to apply for entry into the doctoral program immediately following graduation. If the student is accepted into the doctoral program and matriculates within two semesters of receiving the M.A., the following program requirements apply. If more than one-year elapse between finishing the M.A. and beginning the Ph.D. program, the student must adhere to the standard Ph.D. course requirements as noted above.

While in the M.A. in Psychology degree program at Saybrook University, students may decide to apply to continue to the Psychology doctoral program. Once such students have completed the modified admissions process to the doctoral program, they may be accepted on the condition of completion of the M.A. degree requirements (i.e., successful completion of the thesis or project and all other degree requirements). Such students are allowed to enroll in up to an additional 9 credits of coursework while completing the thesis or project. If the student is admitted to the doctoral program, these 9 credits will

be considered toward the Ph.D. degree. If the student does not continue to the doctoral program, those additional credits completed are awarded toward the M.A. degree. That is, admission into the doctoral program does not commence until the M.A. is complete. Such students will be required to adhere to the University catalog that is in place when they matriculate into to the doctoral program (i.e., after completion of the thesis/project), not the catalog in place at the time of their conditional acceptance into the doctoral program. In addition, if students have already completed the requirements for a Specialization at the M.A. level, the completion of an additional three courses (9 credits) is required for them to also claim the Specialization in CSIH, CS, or EHTP at the doctoral level.

Doctor of Philosophy in Psychology No Declared Specialization MA to PhD Track		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
RES XXXX	Advanced Level Research Course – consult course descriptions for options	3
Core Psychology Degree Courses		
PSY1500B	Foundations and Critique of Contemporary Psychology - Part II	3
CS 4500 OR CS 7067	Dimensions of Creativity Organizational Creativity	3
CSIH 3200 OR CSIH 3000	Seminar in Consciousness, Spirituality, and Integrative Health Psychology of Consciousness	3
EHTP 1080 OR EHTP 2000	History and Systems of Psychology Foundations of Existential, Humanistic, and Transpersonal Psychology	3
EHTP 3080 OR PH 505	C.G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology Introduction to Psychophysiology	3
Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		

Total Other Elective Courses: 18		
Upon completion of all required courses:		
RES 1100A/ RES 1100B*	Research Practicum (recommended to be completed with essays)	3-6
RES 9010	Qualifying Essay 1: Dissertation Critique`	3
RES 9020	Qualifying Essay 2: Literature Review	3
RES 9030	Qualifying Essay 3: Literature Review	3
RES 9500**	Dissertation	6-18
Total PhD Psychology; No Declared Specialization Credits: 60 – 75***		

*Registration in RES 1100B required if practicum research not completed during RES 1100A

**Dissertation to be completed in a minimum of two semesters and a maximum of six full semesters

***Saybrook transcript must reflect a minimum of 60 completed credits of post-master’s learning for the Ph.D.

MA/PHD in Psychology with Specializations

Any student enrolled in the Psychology may opt to declare one of the Specializations offered through the HCP department. Specializations are available to students at both the master’s and doctoral level; they include:

- Consciousness, Spirituality, and Integrative Health
- Creativity Studies
- Existential, Humanistic, and Transpersonal Psychology
- Psychophysiology (different core program; see Psychophysiology Specialization section)

Saybrook M.A. Psychology to Ph.D. Psychology; with Specialization

While in the M.A. in Psychology degree program at Saybrook University, students may decide to apply to continue to the Psychology doctoral program. Once such students have completed the modified admissions process to the doctoral program, they may be accepted on the condition of completion of the M.A. degree requirements (i.e., successful completion of the thesis or project and all other degree requirements). Such students are allowed to enroll in up to an additional 9 credits of coursework while

completing the thesis or project. If the student is admitted to the doctoral program, these 9 credits will be considered toward the Ph.D. degree. If the student does not continue to the doctoral program, those additional credits completed are awarded toward the M.A. degree. That is, admission into the doctoral program does not commence until the M.A. is complete. Such students will be required to adhere to the University catalog that is in place when they matriculate into to the doctoral program (i.e., after completion of the thesis/project), not the catalog in place at the time of their conditional acceptance into the doctoral program. Admission into the doctoral program does not commence until the M.A. is complete.

Specializations by Degree Programs

I. Consciousness, Spirituality, & Integrative Health Specialization (CSIH) Specialization Lead: Robert Schmitt, Ph.D.

Students in the Department of Humanistic & Clinical Psychology may opt to declare a Specialization in Consciousness, Spirituality, and Integrative Health (CSIH). Students may select many paths through this Specialization based upon their interests. While a Specialization is not required to earn the degree, it will be listed on the transcript if students complete the requirements.

The CSIH Specialization takes an integrative (mind, body, and spirit) approach to understanding individual, cultural, and transcultural perspectives to transformation, healing and wellness. We believe that well-being and health needs to embrace all dimensions of human life. The integrated study of consciousness, spirituality, and health offers ways of understanding people's inner worlds as accessed through such methods as depth psychology, self-regulation, inner healing, mental imaging, the arts, dream work, and contemplative practice.

The study of consciousness as it relates to people's outer world is approached through methods ranging from psychophysiology and other empirical investigations, ethnography, and historiography to explorations of work and community life, interpersonal relationships, spiritual beliefs, and social action. Given the diverse array of course offerings, students are able to create a degree path that suits their particular interests and career goals.

The study of spirituality supports students who want to pursue work in areas such as pastoral care, spiritual guidance, and life coaching, or who want to integrate understanding of the spiritual dimension of human life into another profession. Faculty members work with students to focus their studies in ways that best meet their academic, professional, and personal goals.

This Specialization allows students to focus on the study of integrative approaches to healing and stress management that have not been regarded as standard within mainstream medical and psychological care, including conditioning of immune functioning (psychoneuroimmunology), traditional Chinese medicine, shamanism, Ayurvedic (East Indian) medicine, and Native American medicine.

Additional alternative health practices relevant to psychological and physical health that are studied include the ethical application of meditation, nutrition, energy medicine (e.g., therapeutic touch, healing touch, and energy channeling), hospice work and chaplaincy, and many others. Mind-Body therapies like these are being integrated rapidly into health care settings, from imagery, hypnosis, biofeedback, meditation, mindfulness, and health coaching, to expressive therapies such as music, dance, art, and indigenous ceremonies. Students may also explore spirituality, including its role in physical and psychological health, personal relationships, organizational functioning, and communities.

Although not intended as preparation for licensure, studies in this Specialization can be applied to the work of psychologists and other licensed mental health professionals. Studies can also be applied to health care, peace work, pastoral care, spiritual counseling, conflict resolution, education, consulting, and organizational work.

Master of Arts (M.A.) Degree in Psychology; Specialization in Consciousness, Spirituality, and Integrative Health

Master of Arts in Psychology Consciousness, Spirituality, and Integrative Health Psychology		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1026	Information Competency and Library Use	2
RES 1025	Understanding Research	3
Core Psychology Degree Courses		
PSY1500A	Foundations and Critique of Contemporary Psychology - Part I	3
Core CSIH Specialization Courses		
CSIH 4070	Ethics, Spirit, and Health Care	3
CSIH 3200	Seminar in Consciousness, Spirituality, and Integrative Health	3
One of the following courses:		
CSIH 3000	Psychology of Consciousness	3
EHTP 3080	C.G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology	
CSIH 3205	Spiritual Direction	
CSIH 4030	Psychophysiology for Health	
CSIH 4050	Health Psychology; The Application of Psychological Concepts and Tools to Health	
CSIH 4530	Psychology, Religion, and Spirituality in Their Cultural Contexts	
CSIH Specialization Electives (CSIH prefix)		3

Other Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses: 9		
Upon completion of all required courses:		
RES 9200 OR	Master's Project	3
RES 9400	Master's Thesis	6
Total MA Psychology; CSIH Specialization Credits: 32 – 35*		

*Saybrook transcript must reflect a minimum of 32 completed post-baccalaureate credits of new learning for the M.A.

Doctor of Philosophy (Ph.D.) Degree in Psychology; Specialization in Consciousness, Spirituality, and Integrative Health

Doctor of Philosophy in Psychology Consciousness, Spirituality, and Integrative Health		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1006	Information Competency and Library Use	2
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
RES XXXX	Advanced Level Research Course – consult course descriptions for options	3
Core Psychology Degree Courses		
PSY 1500A	Foundations and Critique of Contemporary Psychology - Part I	3
PSY 1500B	Foundations and Critique of Contemporary Psychology - Part II	3
Core CSIH Specialization Courses		
CSIH 4070	Ethics, Spirit, and Health Care	3
CSIH 3200	Seminar in Consciousness, Spirituality and Integrative Health	3
One of the following courses:		
CSIH 3000	Psychology of Consciousness	3
EHTP 3080	C.G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology	
CSIH 3205	Spiritual Direction	

CSIH 4030	Psychophysiology for Health	
CSIH 4050	Health Psychology; The Application of Psychological Concepts and Tools to Health	
CSIH 4530	Psychology, Religion, and Spirituality in Their Cultural Contexts	
CSIH Specialization Electives (any course with CSIH prefix)		9
Other Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses:15		
Upon completion of all required courses:		
RES 1100A/ RES 1100B*	Research Practicum (recommended to be completed with essays)	3 - 6
RES 9010	Qualifying Essay 1: Dissertation Critique	3
RES 9020	Qualifying Essay 2: Literature Review	3
RES 9030	Qualifying Essay 3: Literature Review	3
RES 9500**	Dissertation	6-18
Total PhD Psychology with EHTP Specialization Credits: 68 – 83***		

*Registration in RES 1100B required if practicum research not completed during RES 1100A

**Dissertation to be completed in a minimum of two semesters and a maximum of six full semesters

***Saybrook transcript must reflect a minimum of 60 completed credits of post-master's learning for the Ph.D.

Saybrook M.A. to Ph.D. in Psychology; Specialization in Consciousness, Spirituality, and Integrative Health

Doctor of Philosophy in Psychology Consciousness, Spirituality, and Integrative Health Psychology MA to PhD Track		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
RES XXXX	Advanced Level Research Course – consult course descriptions for options	3
Core Psychology Degree Courses		
PSY1500B	Foundations and Critique of Contemporary Psychology - Part II	3

Core CSIH Specialization Courses

Two of the following courses:

CSIH 3000	Psychology of Consciousness	6
EHTP 3080	C.G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology	
CSIH 3205	Spiritual Direction	
CSIH 4030	Psychophysiology for Health	
CSIH 4050	Health Psychology; The Application of Psychological Concepts and Tools to Health	
CSIH 4530	Psychology, Religion, and Spirituality in Their Cultural Contexts	
NEW CSIH Specialization Electives (any course with CSIH prefix)		15

Other Electives

Unless otherwise stipulated by program, any other graduate-level coursework will
apply toward *Other Elective* credit requirements

Total Other Elective Courses: 9

Upon completion of all required courses:

RES 1100A/ RES 1100B*	Research Practicum	3-6
RES 9010	Qualifying Essay 1: Dissertation Critique	3
RES 9020	Qualifying Essay 2: Literature Review	3
RES 9030	Qualifying Essay 3: Literature Review	3
RES 9500**	Dissertation	6-18

Total MA to PhD Psychology; CSIH Specialization Credits: 60 – 75***

*Registration in RES 1100B required if practicum research not completed during RES 1100A

**Dissertation to be completed in a minimum of two semesters and a maximum of six full semesters

***Saybrook transcript must reflect a minimum of 60 completed credits of post-master's learning for the Ph.D.

II. Creativity Studies Specialization

Specialization Lead: Teri Goslin-Jones, Ph.D.

This specialization is designed for students who want to learn how to accomplish in-depth research in a particular aspect of creativity, and make a meaningful contribution to the field. The Department of HCP Psychology degree program encourages students to examine vital contemporary questions about creativity, and investigate environments that support different kinds of creativity. Students in the Creativity Studies Specialization are focusing their studies on areas they are passionate about in order to take the careers they have to the next level or to go in a whole new direction.

Discovering Creative Solutions to Complex Problems

A complex and fast changing world demands new, creative approaches to everything from corporate strategies to household chores. From schools to big business, the importance of understanding and encouraging creativity has been widely recognized. There are opportunities at both the M.A. and Ph.D. level to earn a degree in Psychology at Saybrook University specializing in Creativity Studies. Saybrook's rich tradition of humanistic studies includes its association with former faculty member Rollo May, who wrote the classic *The Courage to Create*. May, along with humanistic psychology pioneers such as Carl Rogers and Abraham Maslow, proposed that expression of creativity is a key to self-actualization.

Saybrook's unique approach to creativity goes beyond the arts to encompass "everyday creativity," the originality of everyday life, which encourages personal and professional growth as well as health benefits. The program is designed to be applicable to a broad range of professional pursuits. While creativity is increasingly recognized as a vital part of both a healthy psyche and a thriving economy, there are still many unanswered questions that need serious research. General learning goals include understanding the history, research, and practical application of creativity studies. Students enrolled in this Specialization will develop specific learning goals with a faculty member based on their interests, aspirations, and personal passion.

At the conclusion of your studies, students in this Specialization will be able to:

- Understand, critically analyze, and conduct psychological research.
- Be an expert in creativity in general and in a specific aspect of creativity in particular.
- Work to engage others in efforts to promote life-enhancing change.
- Bring innovation and creativity to your research, work, and personal choices, moving beyond disciplinary and paradigmatic boundaries.
- Combine critical, empathetic, and creative thinking with self-reflection to develop self-knowledge, self-realization, and expansion of consciousness.
- Place your work within a whole person perspective including multiple contexts, and acknowledge your own biases and unchallenged assumptions.
- Display an awareness of strengths and liabilities based on humanistic values, including authenticity and compassion.

Saybrook's unique approach to creativity goes beyond the arts to encompass "everyday creativity," the originality of everyday life, which encourages personal and professional satisfaction, as well as health benefits. The program is designed to be applicable to a broad range of professional pursuits.

M.A. in Psychology; Specialization in Creativity Studies

Master of Arts in Psychology Creativity Studies		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1026	Information Competency and Library Use	2
RES 1025	Understanding Research	3
Core Psychology Degree Courses		
PSY1500A	Foundations and Critique of Contemporary Psychology - Part I	3
Core CS Specialization Courses		
CSIH 4070	Ethics, Spirit, and Health Care	3
CS 4500	Dimensions of Creativity	3
CS 4510	Perspectives in Creativity	3
One of the following courses:		
CS 3010	Art Based Inquiry	3
CS 4520	Art and Healing	
CS 4525	Poetry and Holistic Health	
CS 4526	Creativity and Writing	
CS 4535	The Use of Poetry with Death, Loss, and Life Transition	
CS 4540	Creativity and Social Change	
CS 6606	Introduction to Expressive Arts	
CS 7067	Organizational Creativity	
Other Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
		Total Other Elective Courses: 9
Upon completion of all required courses:		
RES 9200 OR	Master's Project	3
RES 9400	Master's Thesis	6
Total MA Psychology; Creativity Studies Specialization Credits: 32 – 35*		

* Saybrook transcript must reflect a minimum of 32 completed post-baccalaureate credits of new learning for the M.A.

Doctor of Philosophy (Ph.D.) in Psychology with a Specialization in Creativity Studies

Doctor of Philosophy in Psychology Creativity Studies Psychology		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1006	Information Competency and Library Use	2
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
RES XXXX	Advanced Level Research Course – consult course descriptions for options	3
Core Psychology Degree Courses		
PSY1500A	Foundations and Critique of Contemporary Psychology - Part I	3
PSY1500B	Foundations and Critique of Contemporary Psychology - Part II	3
Core CS Specialization Courses		
One of the following Courses:		
PSY 6060	Ethics in Psychotherapy and Psychological Research	3
CSIH 4070	Ethics, Spirit, and Health Care	
Both of the following Courses:		
CS 4500	Dimensions of Creativity	3
CS 4510	Perspectives of Creativity	3
CS Specialization Electives (any course with CS prefix)		9
Other Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses:15		
Upon completion of all required courses:		
RES 1100A/ RES 1100B*	Research Practicum (recommended to be completed with essays)	3-6
RES 9010	Qualifying Essay 1: Dissertation Critique	3
RES 9020	Qualifying Essay 2: Literature Review	3
RES 9030	Qualifying Essay 3: Literature Review	3
RES 9500**	Dissertation	6-18
Total PhD Psychology; CS Specialization Credits: 68 – 83***		

*Registration in RES 1100B required if practicum research not completed during RES 1100A

**Dissertation to be completed in a minimum of two semesters and a maximum of six full semesters
 ***Saybrook transcript must reflect a minimum of 60 completed credits of post-master's learning for the Ph.D.

Saybrook M.A. Psychology to Ph.D. in Psychology; Specialization in Creativity Studies

Doctor of Philosophy in Psychology Creativity Studies Specialization MA to PhD Track		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
RES XXXX	Advanced Level Research Course – consult course descriptions for options	3
Core Psychology Degree Courses		
PSY1500B	Foundations and Critique of Contemporary Psychology - Part II	3
Core CS Specialization Courses		
Two of the following courses:		
CS 3010	Art Based Inquiry	6
CS 4520	Art and Healing	
CS 4525	Poetry and Holistic Health	
CS 4526	Creativity and Health	
CS 4535	The Use of Poetry with Death, Loss, and Life Transition	
CS 4540	Creativity and Social Change	
CS 6606	Introduction to Expressive Arts	
CS 7067	Organizational Creativity	
NEW CS Specialization Electives (any course with CS prefix)		15
Other Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses: 9		
Upon completion of all required courses:		
RES 1100A/ RES 1100B*	Research Practicum (recommended to be completed with essays)	3-6
RES 9010	Qualifying Essay 1: Dissertation Critique	3
RES 9020	Qualifying Essay 2: Literature Review	3
RES 9030	Qualifying Essay 3: Literature Review	3

RES 9500**	Dissertation	6-18
Total MA to PhD Psychology; CS Specialization Credits: 60 – 75***		

*Registration in RES 1100B required if practicum research not completed during RES 1100A

**Dissertation to be completed in a minimum of two semesters and a maximum of six full semesters

***Saybrook transcript must reflect a minimum of 60 completed credits of post-master’s learning for the Ph.D.

III. Existential, Humanistic, & Transpersonal Psychology Specialization **Specialization Lead: Louis Hoffman, Ph.D.**

The Existential, Humanistic, & Transpersonal Psychology (EHTP) Specialization is rooted in a holistic conception of what it means to be a person within the frameworks of humanistic psychology, existential psychology, transpersonal psychology, and phenomenological psychology and philosophy. This Specialization is closely tied to the historic mission and vision of humanistic psychology and Saybrook University. The Specialization is committed to carrying forth Saybrook’s long history of maintaining the legacy of having the leading existential, humanistic, and transpersonal scholars on its faculty, while producing the next generation of leaders. Though specialization does not prepare you for licensing as a psychologist, there are several master level licensed professionals who are interested in acquiring a Ph.D. in Psychology and deepening their understanding of Existential, Humanistic, & Transpersonal practices.

The EHTP Specialization focuses on a growth-oriented perspective emphasizing human potential, intended to foster an in-depth understanding of individuals, including an honest appraisal of the human condition. The Specialization encompasses both the important history and contributions of existential, humanistic, and transpersonal psychology as well as contemporary directions in these fields. Many of the faculty in this specialization are established leaders in the existential, humanistic, and transpersonal psychology fields.

From a practice/application standpoint, applications of the EHTP approach apply to healthy people engaged in a lifelong journey toward self-knowledge as well as to individuals in psychosocial or spiritual distress. The course of instruction is designed to direct students’ attention toward the growth-oriented dimension of personality, even when people are struggling with psychological distress, and to the role of higher states of consciousness in achieving psychological balance and transformation. However, particularly within the existential tradition, the transformative possibilities inherent in suffering are also important considerations within the Specialization.

Augmenting the usual offerings, which focus on behavior and cognition in psychology, the EHTP Specialization presents dynamic theories that define personality as a total gestalt, in the context of a spectrum of states of consciousness beyond what are traditionally considered to be the psychopathic and the normal. These states can reach into the realm of self-actualization and the transcendent. An emphasis on fostering existential, humanistic and transpersonal principles in practice and research is encouraged and are viewed as an essential aspect of serving the highest and best interests of humanity.

M.A. in Psychology; Specialization in Existential, Humanistic, & Transpersonal Psychology

Master of Arts in Psychology Existential, Humanistic, Transpersonal Psychology		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1026	Information Competency and Library Use	2
RES 1025	Understanding Research	3
Core Psychology Degree Courses		
PSY1500A	Foundations and Critique of Contemporary Psychology - Part I	3
Core EHTP Specialization Courses		
One of the following Courses:		
PSY 6060	Ethics in Psychotherapy and Psychological Research	3
CSIH 4070	Ethics, Spirit, and Health Care	
One of the following courses:		
EHTP 1080	History and Systems of Psychology	3
EHTP 2000	Foundations of Existential, Humanistic, and Transpersonal Psychology	
One of the following courses:		
EHTP 1080	History and Systems of Psychology (if also taking EHTP 2000)	3
EHTP 2040	Existential Psychotherapies	
EHTP 3140	Phenomenological Critique of Psychological Systems	
EHTP 3500	Humanistic Psychology and Psychotherapy	
EHTP 3510	Transpersonal Psychology and Psychotherapy	
EHTP 6150	Rollo May and the Existential Tradition	
EHTP 3615	Existential Psychology and Literature	
EHTP Specialization Electives (any course with EHTP prefix)		3
Other Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses: 9		

Upon completion of all required courses:		
RES 9200 OR	Master's Project	3
RES 9400	Master's Thesis	6
Total MA Psychology; EHTP Specialization Credits: 32 – 35*		

* Saybrook transcript must reflect a minimum of 32 completed post-baccalaureate credits of new learning for the M.A.

Doctor of Philosophy (Ph.D.) Degree in Psychology; Specialization in Existential, Humanistic, and Transpersonal Psychology

Doctor of Philosophy in Psychology Existential, Humanistic, Transpersonal Psychology		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1006	Information Competency and Library Use	2
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
RES XXXX	Advanced Level Research Course – consult course descriptions for options	3
Core Psychology Degree Courses		
PSY1500A	Foundations and Critique of Contemporary Psychology - Part I	3
PSY1500B	Foundations and Critique of Contemporary Psychology - Part II	3
Core EHTP Specialization Courses		
One of the following Courses:		
PSY 6060	Ethics in Psychotherapy and Psychological Research	3
CSIH 4070	Ethics, Spirit, and Health Care	
One of the following courses:		
EHTP 1080	History and Systems of Psychology	3
EHTP 2000	Foundations of Existential, Humanistic, and Transpersonal Psychology	
One of the following courses:		

EHTP 1080	History and Systems of Psychology (if also taking ETHP 2000)	3
EHTP 2040	Existential Psychotherapies	
EHTP 3140	Phenomenological Critique of Psychological Systems	
EHTP 3500	Humanistic Psychology and Psychotherapy	
EHTP 3510	Transpersonal Psychology and Psychotherapy	
EHTP 6150	Rollo May and the Existential Tradition	
EHTP 3615	Existential Psychology and Literature	
EHTP Specialization Electives (any course with EHTP prefix)		9
Other Electives		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses:15		
Upon completion of all required courses:		
RES 1100A/ RES 1100B*	Research Practicum (recommended to be completed with essays)	3-6
RES 9020	Qualifying Essay 2: Literature Review	3
RES 9030	Qualifying Essay 3: Literature Review	3
RES 9500**	Dissertation	6-18
Total PhD Psychology; EHTP Specialization Credits: 68 – 83***		

*Registration in RES 1100B required if practicum research not completed during RES 1100A

**Dissertation to be completed in a minimum of two semesters and a maximum of six full semesters

***Saybrook transcript must reflect a minimum of 60 completed credits of post-master's learning for the Ph.D.

Saybrook M.A. Psychology to Ph.D. Psychology; Specialization in Existential, Humanistic, and Transpersonal Psychology

Doctor of Philosophy in Psychology Existential, Humanistic, Transpersonal Psychology MA to PhD Track		
Course #	Course Title	Credit
Research Course Sequence (taken in order):		
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
RES XXXX	Advanced Level Research Course – consult course descriptions for options	3
Core Psychology Degree Courses		
PSY1500B	Foundations and Critique of Contemporary Psychology -	3

Part II

Core EHTP Specialization Courses

One of the following courses:

EHTP 1080	History and Systems of Psychology	3
EHTP 2000	Foundations of Existential, Humanistic, and Transpersonal Psychology	

One of the following courses:

EHTP 1080	History and Systems of Psychology (if also taking EHTP 2000)	3
EHTP 2040	Existential Psychotherapies	
EHTP 3140	Phenomenological Critique of Psychological Systems	
EHTP 3500	Humanistic Psychology and Psychotherapy	
EHTP 3510	Transpersonal Psychology and Psychotherapy	
EHTP 6150	Rollo May and the Existential Tradition	
EHTP 3615	Existential Psychology and Literature	

NEW EHTP Specialization Electives (EHTP prefix) 15

Other Electives

Unless otherwise stipulated by program, any other graduate-level coursework will apply toward *Other Elective* credit requirements

Total Other Elective Courses: 9

Upon completion of all required courses:

RES 1100A/ RES 1100B*	Research Practicum (recommended to be completed with essays)	3-6
RES 9010	Qualifying Essay 1: Dissertation Critique	3
RES 9020	Qualifying Essay 2: Literature Review	3
RES 9030	Qualifying Essay 3: Literature Review	3
RES 9500**	Dissertation	6-18

Total MA to PhD Psychology; EHTP Specialization Credits: 60 – 75

*Registration in RES 1100B required if practicum research not completed during RES 1100A.

**Dissertation to be completed in a minimum of two semesters and a maximum of six full semesters.

***Saybrook transcript must reflect a minimum of 60 completed credits of post-master's learning for the Ph.D.

IV. Psychophysiology Specialization

Specialization Lead: Richard Sherman, Ph.D.

Psychophysiology is the branch of psychology centering on the physiological bases of human psychological processes. It is the study of the biological bases of behavior among humans. Applied

psychophysiology is the subspecialty of psychophysiology which uses knowledge of the biological bases of various behaviors in conjunction with various psychological techniques to help people optimize their behaviors. Applied psychophysiologicalists are psychologists who develop and use psychological interventions based on such areas as behavioral genetics, hormonal influence on behavior, individual differences in perception, and abnormal physiological patterns to assist clients to recognize and alter problems caused by these biological underpinnings. Common psychophysiological intervention techniques include biofeedback, relaxation training, entrainment, hypnosis, and many others.

Applied psychophysiology focuses on the amelioration/treatment and prevention of disease, as well as creation of optimal functioning patterns in education, sports, and business through teaching people techniques for recognizing and correcting abnormal physiological levels of function and responses. Our clinical concentration or practice focuses on the amelioration / treatment and prevention of disease through teaching people techniques for recognizing and correcting abnormal physiological levels of function and responses. Our non-clinical concentration focuses on teaching clients to function optimally in such environments as the work place, sports, and school. The field has a long history of making major contributions to education and healthcare in both treatment and prevention arenas. For instance, relaxation techniques are widely recognized as being effective in both the treatment and prevention of headaches.

Residential Requirements and Content Delivery

This specialization is designed to be offered mainly via distance education supported by three required residential training sessions per year. The distance courses are typically provided through pre-recorded audiovisual lectures available through the online learning platform and student - teacher web conferences after each lecture. Many of the courses include "laboratory or hands-on" training that take place (a) at Saybrook's Residential Conferences (RCs); (b) during the annual meetings of the Association for Applied Psychophysiology (AAPB) which meets once per year in various parts of the United States (this is the field's professional organization); and (c) about seven hours of real-time mentoring via the web.

Prerequisites for M.A./Ph.D. in Psychology; Specialization in Psychophysiology:

Everyone entering the specialization must fulfill the following prerequisites:

- (a) Certification in Basic Life Support (CPR)
- (b) The equivalent of an undergraduate course in general biology
- (c) The equivalent of an undergraduate course in general psychology

Students accepted into the program who lack any of these prerequisites must complete the CPR Certification and successfully complete those portions of PH 500 Psychophysiology Pro-seminar corresponding to the required prerequisite(s) during the first semester. Each portion of the pro-seminar is charged at a rate of one credit but credits completed during the pro-seminar do not count toward the specialization.

M.A. in Psychology; Specialization in Psychophysiology

Students who have already taken graduate courses at an accredited school, may be eligible to transfer up to 6 credits for previously completed courses deemed equivalent to those in the Psychophysiology specialization. Additionally, students who took psychophysiology courses through Saybrook’s continuing education (CE) program will receive credit for these courses as long as they complete all requirements for the doctoral versions of the courses. These credits from the CE program are in addition to the 6 which can be transferred into the program from other institutions. Students who have taken more than 6 credits of equivalent coursework at other institutions may not have to repeat these courses. Rather, they can substitute them for additional psychophysiology electives.

All of the courses taken in this 34 credit masters transfer directly into the Ph.D. in Psychology; Specialization in Psychophysiology so students taking this masters will have completed about one third of the requirements for the doctoral program. See the Saybrook M.A. in Psychology to Saybrook Ph.D. in Psychology for more details.

M.A. in Psychology; Specialization in Psychophysiology		Credits
RES1026	Information Competency and Library Use	2
RES512A	Basic Psychophysiological Research	3
PSY1500A	Foundations and Critique of Contemporary Psychology – Part 1	3
PH560	Ethical, Legal, and Professional Standards Issues	3
CSIH3200	Seminar in Consciousness, Spirituality, and Integrative Health	3
PH505	Introduction to psychophysiology	3
PSY7510 OR PSY6010	Social Psychology OR Multicultural Psychology	3
PSY1080	History & Systems of Psychology	3
PH510A	General Biofeedback Lecture & lab	3
PH510B	General Biofeedback Lab	1
PH572A	Psychophysiology Seminar part A	1
	<i>Psychophysiology Elective (see PH prefix Course Catalog)</i>	3
RES512B	Masters project	3
Total		34

Doctor of Philosophy (Ph.D.) Degree in Psychology; Specialization in Psychophysiology

The Ph.D. in Psychology; Specialization in Psychophysiology combines online learning for lecture courses, in-person laboratory experiences, seminars, and training experiences for a total of 100 credits. Students who have already taken graduate courses at an accredited school may be eligible to transfer up to 18 credits for previously completed courses deemed equivalent to those in the Psychophysiology

specialization. Equivalency of any of these courses will be determined during an individual review of each student's transcripts.

In addition to transfer credits, students who took psychophysiology courses through Saybrook's continuing education (CE) program will receive equivalency for these courses as long as they complete all requirements for the doctoral versions of the courses.. Students who have taken more than 18 credits of equivalent coursework at other institutions may not have to repeat these courses. Rather, they can substitute them for additional psychophysiology electives. Students who completed the M.A. in Psychology; Specialization in Psychophysiology do not repeat those courses also required for the doctorate and get full credit for them toward the doctorate. See the Saybrook M.A. in Psychology to Saybrook Ph.D. in Psychology for more details.

Each student completes a doctoral dissertation of publication quality, based on original study under the guidance of a committee consisting of a faculty chair from within the specialization and at least two doctoral level members who are subject matter experts. The program is designed so students work on their dissertations simultaneously with taking didactic courses.

Students must take courses PH 505, 507, 510, 512, and RES1006 before taking any others unless they are given credit for having taken equivalent courses elsewhere. All students will begin seminar PH 572 as soon as they enter the program. The order in which advanced courses are taken is largely at the student's discretion but should be discussed with the advisor. The degree completion time for a full time student following the default course sequence will average 3-5 years. Any breaks in enrollment may impact completion time.

Ph.D. in Psychology; Specialization in Psychophysiology

Course Code	Course Title	Credits
RES1006	Information Competency and Library Use	2
RES 1006B	Information Competency and Library Use - Lab	1
PSY 6020	Developmental Psychology	3
PSY 7510	Social Psychology	3
PSY 2025	Systems of Psychotherapy	3
PH 505	Introduction to Psychophysiology	3
PH 507	Anatomy and Physiology for Psychophysiologicalists Lecture and Lab	4
PH 510	Psychophysiological Recording and Intervention / General Biofeedback	4
RES 512	Research and Statistics in Psychophysiology	5
PH 517	Introduction to Behavioral and Alternative Medicine	3

PH 520	Principles and Theories of Stress Management and Relaxation / Imagery Training – Lecture and Lab	4
PH 527	Recording & Altering the Brain’s Activities Through Neurofeedback & Other Technique – Lecture and Lab	4
PH 530/ PH 531	Behaviorally Oriented Techniques including Cognitive Restructuring & Meditation – Lecture, Practicum, and Lab	5
PH 535	Introduction to Clinical Pharmacology	3
PH 540	Psychophysiology Assessment of Sleep	4
PH 545	Psychophysiological Applications in the Community, School, Sports, & Workplace – Lecture and Lab	4
PH 550	Clinical Hypnosis, Self-Hypnosis, and Imagery Training – Lecture and Lab	4
PH 560	Ethical, Legal, and Professional Standards Issues	3
PH 570	Clinical Practicum and Field Experience - Lecture and Lab	4
RES 572A	Dissertation Planning Seminar	2
RES 572B	Dissertation Planning Seminar	2
PH 573	Dissertation Preparation	3
PH 577	Clinical Case Seminar – Lecture and Lab	4
RES 580	Dissertation	10
	Psychophysiology electives – any course with PH prefix	15

Total Credits Required

102

PhD Clinical Psychology

Saybrook’s online clinical psychology program is specifically focused on the knowledge, experience, and practical skills you will need to enter professional practice. Like the M.A./Ph.D. in Psychology degree programs, the Clinical Psychology degree program is grounded in existential, humanistic, and transpersonal psychology; seeking to apply such principles in all areas for clinical practice and research. More specifically, rooted in humanistic psychology, Saybrook’s clinical program studies human experience in deeply subjective, historical, contextual, cross-cultural, and spiritual contexts. Each program is designed to promote health and wholeness as practitioners who are positioned to effect positive change through service and leadership in their chosen clinical field.

Our Clinical Psychology degree program is committed to a developmental approach in understanding individuals within their broader social and cultural context, and with a full appreciation of the inseparable nature of spirit, body, and mind. Your study will include core psychology courses online, creative use of technology in increasing clinical skills, hands-on training at residential conferences, and close consultation from faculty who are active and experienced in the field, licensed clinical practitioners. At the doctoral level, the foundations include the highest level of scholarship and research skills integral to a PhD degree. An additional uniqueness while completing your degree requirement is the ability for our students to take courses across the university, as well as acquiring a specialization in either:

- Consciousness Spirituality Integrative Health
- Creativity Studies
- Existential, Humanistic, & Transpersonal Psychology
- Psychophysiology

Professional Licensure

Saybrook's Ph.D. in Clinical Psychology program is regionally accredited by the Senior College and University Commission of WASC but does not have programmatic accreditation by the American Psychological Association (APA) and therefore does not meet program requirements for professional licensure in states that require graduation from a program with APA accreditation. In addition, Saybrook's hybrid online Ph.D. in Clinical Psychology program may not meet year-in-residence requirements of some state professional licensing boards/agencies.

At the time of publication, the Ph.D. in Clinical Psychology aligns with program requirements for professional licensure in the states of Alaska, Arizona, California, Hawaii, New York, Texas, Vermont, and Washington where students may seek licensure after fulfilling all other state requirements. To be eligible for licensure, graduates of the Ph.D. in Clinical Psychology program must meet additional state-specific requirements which may include completion of specific coursework, post-doctoral supervised professional experience, application, and examination.

It is the student's responsibility to determine and meet his or her state-specific licensure requirements. Towards that end, students are strongly encouraged to not only familiarize themselves with the state requirements but to also join related professional organizations in their state as student members. State professional licensing requirements are subject to change at any time. Saybrook University will assist students to create a degree program plan that meets curriculum requirements in their state when possible.

[Degree Program Requirements](#)

Hybrid Online Learning Model: The PhD Clinical Psychology degree program combines online learning with periodic in-person residential conferences.

Residential Orientation (RO)

All new students in the Clinical Psychology PhD program begin their studies with our one-time, two-day Residential Orientation. Residential Orientations are held two days ahead of the Residential Conference at the start of the fall and spring semesters in California.

Residential Conferences (RCs)

Clinical Psychology students participate in two five-day long required Saybrook Residential Conferences (RCs) per year (one at the beginning of the fall semester and one at the beginning of the spring semester) for the duration of the program.

Residential Conference Requirement

Clinical Psychology students participate in two five-day long required Saybrook Residential Conferences (RCs) per year (one at the beginning of the fall semester and one at the beginning of the spring semester) for the duration of the program. Students are required to attend conferences throughout their degree matriculation in order to ensure that they acquire ample residential hours required by states for eligibility for licensure.

If a student must miss an RC due to a documented medical emergency or other approved reason, the student needs to notify the degree program director prior to the missed conference. Failure to meet the residential requirement may delay graduation.

Mid-Term Residential Conference (RC)

In addition to the twice yearly RCs, the Clinical Psychology degree program offers a 3-day intensive mid-term residential conference held at the Saybrook University campus in Bellevue, Washington. Attendance is required for Washington state students in order to comply with state requirements of more face-to-face instructional activities beyond the twice yearly Saybrook Residential Conference (RC). This mid-term RC is optional for all other Clinical Psychology degree students. The cost of the mid-term RC is significantly less than the Residential Conference and will be posted each semester under tuition and fees on the website; the dates will be posted in the University calendar.

Academic Credit for RO and RC

No academic credit is given for attendance at the Residential Orientation or Residential Conference. Students who attend a seminar at an RC and wish to study the topic further may, with the permission of the seminar instructor and the degree program director, register for an independent study course (ALL 8100) following the RC and receive 1 academic credit upon completion. Each course is individually

designed and negotiated with the seminar instructor. Not all RC workshops, courses, and seminars are eligible for the follow-up independent study credit.

RC Approved Absence Policy

If a student must miss an RC due to extenuating circumstances that include, but are not limited to documented medical hardship or family emergency, attendance at an RC must be made up at a later date, even if that is beyond the point where the student would normally not be required to attend RCs. In such cases, the student needs to notify the degree program director prior to the missed conference for approval. Refer to the Student Refund Policy for additional information.

Residential Conference Substitution Process

Prior to the Start of the Residential Conference

If students would like to substitute attendance at a professional conference for attendance at one of the RCs, they need to identify a faculty member who will sponsor them in this request. The conference must be at least five days, in accordance with Saybrook's Residential Conference. Students must complete the "Authorization Request to Substitute for Residential Conference" form and submit it for approval no less than 30 days before the RC to be substituted.

After Attendance at the Substitution Conference

Following the conference, students must complete the "Confirmation of Attendance at Substitute Conference" form and send to their faculty sponsor. After review and approval, the faculty sponsor will then forward it to the degree program director, who will complete the recording process. Tangible documentation of attendance for the entire event is required, along with a copy of the completed Authorization Request signed by the supervising faculty member and any other required academic work or learning product required by the supervising faculty member.

Transfer Credit

Transfer credits based on equivalent graduate courses taken at another regionally accredited institution in the same or similar discipline where the student received a grade of B or better may be transferred and will reduce the number of course credits required to be completed at Saybrook. No transfer credit will be accepted from courses already applied toward another degree that was previously awarded. Allowable transfer credits must be suitable for transfer to the intended degree as determined by the Registrar and the degree program director. Transfer course credits do not affect or replace specific program requirements or the minimum number of credits required for the degree. Transfer credits from an institution that uses the quarter system will be converted to semester credits. Transfer credits appear on the Saybrook transcript as a single block of credits, not as specific course titles. While matriculated at Saybrook University, students may not receive academic credit or credits for coursework to apply to their Saybrook degree in process from another institution.

Students entering the program with a M.A. or M.S. degree or prior graduate work may be eligible to transfer up to 15 credits applied to Electives. Previous graduate coursework must have been completed within the past 5 years. *Additionally, up to 15 credits of prior Saybrook non-degree certificate coursework, and up to 9 credits of Saybrook non-degree coursework will be considered.*

Course Equivalencies

In addition to transfer credits, PhD Clinical Psychology degree students who completed certain graduate courses within the past five years at a regionally accredited institution with a grade of B or better are eligible to petition for course equivalency. If the prior courses are determined to be equivalent to courses required at Saybrook University, students will not have to take these courses again and will be eligible to take other courses as a replacement for those credits. The equivalency policy does not increase transfer credit; it only permits students to take different courses instead of repeating courses already completed elsewhere.

The following courses are eligible for equivalency assessment:

- History and Systems of Psychology
- Cognition and Affect in Human Behavior
- Biological Bases of Behavior
- Developmental Psychology
- Social Psychology

Students must demonstrate course equivalency with course syllabi from previous graduate institution. No other courses will be considered for equivalency review. No more than 5 courses for a total of 15 semester credits will be granted for course equivalency. The request for course equivalency must be completed during the student's first semester at Saybrook. No review and no equivalency credits will be given under this policy after the first semester has ended.

*Students should review state licensure requirements to determine whether or not multiple transcripts are accepted. Non-Saybrook courses will not be listed on the transcript.

Graduate Colloquium

The Graduate Colloquium (GC) is designed as a 'virtual classroom' in order to support the student throughout his or her studies, with specific attention to fostering a community of learners, sharing opportunities for professional presentations and conference attendance in the field, and socializing the student to the diverse roles a clinical psychologist. The colloquium affords students opportunities to be advised by a GC Faculty Lead and student Peer Lead, as well as the Academic Advisor, other clinical faculty members and/or the Director of Clinical Training (DCT). As a degree requirement, students are expected to participate in a GC throughout matriculation.

Clinical Intervention Sequence

The Clinical Interventions sequence is intended to support the development of clinicians-in-training. Students are required to take Clinical Interventions I & II sequentially in order to ground them foundationally in clinical conceptualization and treatment planning. After completing this sequence, student may select from a menu of courses to fulfill the requirements for Clinical Interventions III/IV which can be taken concurrently.

Clinical Practicum

Clinical practicum is the first supervised practical training experience in the sequence of professional training in psychology conducted in settings providing professional psychological services. The practicum promotes the integration of academic knowledge with practical clinical experience, and prepares the student for future training, particularly for the pre-doctoral internship that follows. During practicum, students apply and extend the knowledge, skills, and attitudes learned in the program's didactic and classroom-based experiential components to develop increasingly sophisticated clinical skills and levels of understanding. The practicum assists students in integrating academic knowledge with applied experience in settings providing professional psychological services, contributes to the development of competence in the basic skills of professional psychological practice, and enhances the effective use of training experiences. Saybrook does not have an on-site practicum program. Support for the process of selecting, applying for, and completing the practicum is offered by the Director of Clinical Training (DCT) through the RC workshops, Graduate Colloquium course, and individual meetings. The clinical training experience requires a minimum of 600 clinical hours to be completed over two semesters. Students must be enrolled in the clinical practicum course PSY 8145A or PSY 8145B for their practicum hours to count towards the degree requirement. Students can consult the Clinical Training Handbook for additional details.

Clinical Internship

Internship is an intermediate to advanced supervised clinical experience that follows completion of the practicum and specific course-work. Internship is the hallmark of the clinical psychology training and it is an essential component of our Clinical Psychology Program in which students integrate academic knowledge with practical clinical skills, and integrate humanistic principles and perspectives into their practice. Saybrook does not have an on-site internship program. Students locate appropriate internships and supervision in their geographic area, working in conjunction with Saybrook's Director of Clinical Training. While adhering to state specific licensure requirements, students choose to work in settings conducting individual and group psychotherapy, on multidisciplinary hospital based teams, in community mental health, or in schools and college counseling centers. The clinical internship experience requires a minimum of 1500 clinical hours of training over a 12-24 month (full or part time, respectively) period. Students are required to register for Internship during each semester they are completing clinical hours.

Comprehensive Exam

The Comprehensive Exam is a written exam that affords the student the opportunity to demonstrate skills and knowledge related to the clinical conceptualization, theory, research, and ethics, as well as competency in practice and cultural sensitivity. In the course, students will be coached in building upon their collective learning experiences across curriculum, Residential Conference events, and clinical practicum and internship experiences in preparation for the exam. Students will take the exam at the end of the term of course enrollment and are required to pass the Comprehensive Exam before advancing to candidacy.

Degree completion time

The degree completion time for a full time student following the default course sequence will average 5 years. Any breaks in enrollment may impact completion time.

PHD in CLINICAL PSYCHOLOGY DEGREE COURSE REQUIREMENTS

The Ph.D. in Clinical Psychology degree program is the only Saybrook program that admits students with a B.A. or B.S. degree, which is in alignment with other clinical degree programs. The following courses are required for the PhD degree in Clinical Psychology. The sequence below is a recommended progression through the graduate program, but all students will work with Faculty and the Director of Clinical Training to tailor their program depending on individual circumstances, including one’s background and licensure requirements. Because Saybrook's Clinical Psychology degree program is not APA accredited, completion of this curriculum does NOT result in completing an APA accredited program. However, in consultation with the Director of Clinical Training and Program Director, this program may need to be adjusted in order to meet the APA-equivalency as defined by specific states.

Matriculation/Program Planning Guide:

-
- Students entering with a B.A. and B.S. are required to adhere to the first two-year sequence of core Clinical Psychology courses in the program plan outlined below in order to prepare them for clinical practicum placement.
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- Students entering with a M.A. or M.S. degree are strongly encouraged to complete core Clinical Psychology degree courses in the sequence outlined in the program plan below in order to prepare them for clinical internship.
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Year 1: Semester 1	Credits
RES 1006 Information Competency and Library Use	2
PSY 1011 Proseminar: Humanistic Psychology	0

PSY 6020 Developmental Psychology	3
PSY 1080 History and Systems of Psychology	3
PSY3025 Biological Bases of Behavior	3
PSY 6030 Personality Theory and Research	3
PSY 7500 Graduate Colloquium	0
Year 1: Semester 2	
PSY 6030 Ethics in Psychotherapy and Psychological Research	3
PSY2050 Psychopathology and Diagnosis	3
PSY 2025 Systems of Psychotherapy	3
RES 1105 Methods of Research	3
PSY 7500 Graduate Colloquium	0
Year 2: Semester 1	
PSY 6010 Multicultural Psychology	3
RES 1110 Statistics	3
PSY 3015 Cognition & Affect in Human Behavior	3
Elective course	3
PSY 7500 Graduate Colloquium	0
Year 2: Semester 2	
PSY 7510 Social Psychology	3
PSY 3045A Clinical Intervention I	3
Elective course	3
PSY 7500 Graduate Colloquium	0
PSY 9200 or RES 9200 Master's Project	3
Year 3: Semester 1	
PSY 8230 Cognitive Assessment	3
RES XXXX Advanced Research Methods	3
PSY 3045B Clinical Intervention II	3
PSY 8145A Clinical Practicum I	3
PSY 7500 Graduate Colloquium	0
Year 3: Semester 2	
PSY 3035 Integrative Health Psychology	3
PSY 8250 Personality Assessment	3
PSY XXXX Clinical Intervention III	3
PSY 2505 Psychopharmacology	3
PSY 8145B Clinical Practicum II	3

PSY 7500 Graduate Colloquium	0
Year 4: Semester 1	
RES1200A Dissertation Proposal I	3
Elective course	3
PSY 4000 Comprehensive Exam	1
PSY XXXX Clinical Intervention IV	3
PSY 8125 Pre-doctoral Internship	0
PSY 7500 Graduate Colloquium	0
Year 4: Semester 2	
RES 1200B Dissertation Proposal II	3
Elective course	3
Elective course	3
PSY 8125 Pre-doctoral Internship	0
PSY 7500 Graduate Colloquium	0
Year 5: Semester 1	
PSY 9500 Dissertation	6
PSY 7500 Graduate Colloquium	0
Year 5: Semester 2	
PSY 9500 Dissertation	6
PSY 7500 Graduate Colloquium	0
Total Credits Required:	105-108*

*Students who complete the requirements for the MA Clinical Psychology degree will complete 108 units.

Saybrook MA in Clinical Psychology

Students entering the PhD in Clinical Psychology degree with B.A. or B.S. are eligible to earn the M.A. in Clinical Psychology degree by completing the courses listed below. The M.A. in Clinical Psychology is not a terminal degree; it is a requirement in satisfying the Ph.D. in Clinical Psychology for those who enter without an MA/MS in Psychology or related discipline.

Degree requirements to complete MA in Clinical Psychology degree are as follows:

[Completion of year 1 and year 2 coursework as outlined in the program planning guide above including the completion of a master's project](#)

Specialization Opportunities:

Unique to Saybrook’s program, Clinical psychology students may choose to complete one of the 15-credit specializations offered in the Humanistic & Clinical Psychology Department at Saybrook University. These courses satisfy the 15-credit elective degree requirement. Students may opt to complete a specialization, as well as other electives. However, they are caution to complete core course requirements early in order to remain competitive during the clinical practicum or clinical internship application processes.

- Consciousness, Spirituality, and Integrative Health
- Creativity Studies
- Existential, Humanistic, and Transpersonal Psychology
- Psychophysiology certificate*

Specialization in Consciousness, Spirituality, and Integrative Health (15 semester credits)

CSIH 3200 Seminar in Consciousness, Spirituality, and Integrative Health	3
One of the following courses: <ul style="list-style-type: none"> ○ CSIH 3000: Psychology of Consciousness ○ EHTP 3080: C. G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology ○ CSIH 3205: Spiritual Direction ○ CSIH 4030: Psychophysiology for Health ○ CSIH 4050: Health Psychology: The Application of Psychological Concepts and Tools to Health ○ CSIH 4530: Psychology, Religion, and Spirituality in Their Cultural Contexts 	3
CSIH Specialization Electives	9

Specialization in Creativity Studies (15 semester credits)

CS 4500	Dimensions of Creativity	3
CS 4510	Perspectives in Creativity	3
CS Specialization Electives		9

Specialization in Existential, Humanistic, and Transpersonal Psychology (15 semester credits)

One of the following courses: <ul style="list-style-type: none"> ○ EHTP 2000: Foundations of Existential, Humanistic, and Transpersonal Psychology ○ EHTP 1080: History and Systems of Psychology 	3
One of the following courses: <ul style="list-style-type: none"> ○ EHTP 1080: History and Systems of Psychology (if also taking EHTP 2000) ○ EHTP 2040: Existential Psychotherapies ○ EHTP 3140: Phenomenological Critique of Psychological Systems ○ EHTP 3500: Humanistic Psychology and Psychotherapy ○ EHTP 3510: Transpersonal Psychology and Psychotherapy ○ EHTP 6150: Existential Psychotherapies II: Rollo May and the Existential Tradition 	3

○ EHTP 3615: Existential Psychology and Literature	
EHTP Specialization Electives	9

Psychophysiology Certificate*

The specialization in psychophysiology credit requirements will exceed the Clinical Psychology degree electives; the psychophysiology certificate is more compatible. This certificate is designed to permit students an opportunity to form a coherent synthesis of psychophysiology studies. This certificate is a valuable way to both learn about various aspects of psychophysiology such as biofeedback, neurofeedback, genetic bases of behavior, optimal functioning, etc. and to provide evidence of solid training in psychophysiological techniques. The required core courses for the certificate are:

- PH505 Biological basis of behavior (Introduction to psychophysiology)
- PH510A General biofeedback lecture (psychophysiological assessment and intervention)
- Three or more psychophysiology courses (in consultation with specialization lead)
- Capstone paper summarizing what has been learned while taking the certificate

Department of Humanistic & Clinical Psychology Faculty Core Faculty

Louis Hoffman, Ph.D.
 Theopia Jackson, Ph.D.
 Zonya Johnson, Ph.D.
 Stanley Krippner, Ph.D.
 Robert McAndrews, PhD.
 Ruth Richards, M.D., Ph.D.
 Robert Schmitt, Ph.D.
 Bonnie Settlage, Ph.D.
 Richard Sherman, Ph.D.
 Marina Smirnova, Ph.D.
 Alan Vaughan, Ph.D., J.D.

Adjunct Faculty

Marc Applebaum, Ph.D.

 Carol Barrett, Ph.D.
 Carolyn Bates, PhD.
 John Beebe, M.D.
 Kusum Bhat, Ph.D.
 Naras Bhat, M.D.
 Abbe Blum, Ph.D.

Gerald Kozlowski, Ph.D.
 Jurgen Kremer, Ph.D.
 Orah Krug, Ph.D.
 Paul Lehrer, Ph.D.
 Jacquie Lewis, Ph.D.
 Johanna Mayer, Ph.D.
 JoAnn McAllister, Ph.D.
 Edward Mendelowitz, Ph.D.

Maria Chiaia, Ph.D.
Scott Churchill, Ph.D.
Jason Dias, Psy.D.
Margaret E. Dupee, M.S., Ph.D.
Susi Ferrarello, Ph.D.
Daniel Gaylinn, Ph.D.
Timothy Herzog, Ph.D.
Edward Hoffman, Ph.D.
James Hollis, Ph.D.
Cynthia Kerson, Ph.D.
Kirsten Klinghammer, M.L.S.

Steven Pritzker, Ph.D.
Susan Rowland, Ph.D.
Todd Schirmer, Ph.D.
Kirk Schneider, Ph.D.
Mary Scholz, Ph.D.
Sandy Sela-Smith, Ph.D.

Drake Spaeth, Psy.D.
Patrick Steffen, Ph.D.
Kristopher Thomas, Ph.D.
Nicola Wolfe, Ph.D.

Walter Knowles, Ph.D.

Paul Wong, Ph.D.

Department of Leadership and Management

Department Overview

Vision

Saybrook University's Department of Leadership and Management is a vibrant innovation hub—a systems-based think tank and consortium for practical application in all sectors—that strives to develop organizational leadership and management that collaboratively envision and build sustainable solutions that couple organizational success with social innovation in a wide range of organizations and institutions, including for-profit, non-profit, and governmental agencies.

Mission

The Department of Leadership and Management strives to unleash professionals' potential to:

- Be tomorrow's courageous innovative leaders today,
- Envision and design the future of their organization and its operating systems,
- Collaboratively manage and engage the workforce with a global perspective,
- Systemically solve complex problems and build sustainable solutions, and
- Accomplish organizational goals while serving the greater global society and its future.

Concretely, to accomplish its mission the Department of Leadership and Management offers a dynamic portfolio of leading edge master and doctoral programs for professionals who want to be visionary contributing leaders in the field of business, healthcare, education, and the not-for-profit sector, or who want to be consultants to organizations and civic communities. Degrees are rooted in current

scholarship and professional practice to educate professionals as innovative leaders and managers of interdependent organizational systems who can:

- Analyze complex organizational situations through a systems lens,
- Anticipate nonlinear cause-effect relationships and plan accordingly,
- Respond to challenges proactively and collaboratively with stakeholders,
- Plan and execute wise strategies and processes that avoid unintended consequences,
- Implement systems, networks, and partnerships that sustain organizations and priorities,
- Think critically and operate ethically under pressure.

The Department of Leadership and Management's graduate programs are learner-driven. Each program emphasizes opportunities for students to prioritize and pursue their professional goals and interests. Each program combines distance learning with the stimulation of unique learning afforded by periodic residential conferences. In this way, learning is approached as a fundamentally connected activity: student interests are connected with faculty and fellow students, and connected with real-world issues in the workplace or elsewhere.

Degree Programs

The Department of Leadership and Management's degree offerings are designed to meet 21st Century needs and challenges of all kinds of organizations and missions. The programs are built on foundations in three primary skill areas: management, leadership, and innovative collaborative design. These ensure students develop the mastery and expertise needed to accomplish their professional goals. They are holistic in nature, placing academic and professional development in an interdependent interactive context comprised of the professional, organizations, and the global social environments in which they exist and function.

The Department offers a Master of Arts in Management and a Ph.D. in Organizational Systems.

The Master's in Management, focused on leading and managing in a distributed work environment, and currently offers four specializations.

- Workplace Networks and Knowledge Management Systems
- Strategic Management for Sustainable Business Systems
- Project Management & Collaborative Work Systems
- Innovation Leadership

The Ph.D. in Organizational Systems currently offers three specializations, each rooted in organizational systems concepts:

- Leadership for Sustainable Systems
- Educational Leadership
- Humane Education.

The Ph.D. program also offers a tailored pathway for Ph.D. completion for students whose doctoral coursework began at a different university.

These programs are “professional applied programs” for today’s working adults who want a rigorous and academically sound program that will enable them to start or advance careers and job performance. Thus they critically examine theoretical concepts and analyze current practices enabling professionals to develop their own perspectives and set of best practices that can evolve and be applied as needed in each work situation.

They provide professionals with the core practical “technical” knowledge and skills needed in one’s profession while developing the essential “broader “ interpersonal and critical thinking skill sets essential for today’s leader and manager. The latter, among others, includes skills in systems analysis, innovation leadership, team operations, workforce engagement, emotional and cultural intelligence, talent management and development, project management, design thinking, organizational development and transformation, change management, conflict resolution, and virtual workplace management.

Learning Models

To accomplish its mission, the Department designed the Master of Arts and the Ph.D. programs with a combination of features known to support professionals’ success in graduate school. The learning experiences in both programs are characterized by the following.

Interactive Design: Each course is taught in a multi-modality, interactive fashion that builds a dynamic collaborative learning environment. Students and instructors continuously engage with one another’s diverse experience and perspectives, forming a “virtual learning place.’ Course learning interacts with the workplace and career as it is continuously applied by students in timely ways.

Cohorts: Students form cohort-based learning communities for holistic work together as teams, as peer professionals who support and challenge one another to reach their academic and professional goals, and to increase each one’s development as multiple perspectives are sought, valued, and engaged.

Virtual Course Learning Forum: Each course has a virtual online site that contains the core materials (e.g., course description, syllabus, required reading, videos, etc., weekly instructions, etc.) and is the hub of weekly instructor-student, student-student interactive dialogues and team work, and knowledge-sharing social networks.

Webinars and Coaching Sessions: Real-time interactions in periodic course webinars and one-on-one coaching sessions with students complement the online course work for the best of both worlds. Through these interactions, real-world applications of learning are able to get real-time exploration.

Residential Conferences: Cohorts and instructors from the degree programs convene as an entire learning community at periodic 5-day conferences scheduled at key points during the degree programs, usually twice per year.

Master of Arts in Management

- **Degree Program Overview**

The MA in Management (MAM) is an 18-month lockstep cohort program completed in four consecutive semesters (including summer sessions) to earn 36 credits to graduate.

The MAM's holistic and transformative educational process expands students' professional knowledge and skills while they develop new mental models and practical wisdom rooted in global thinking and sustainable principles. It explores management not through the lens of a single discipline but through recognizing that many areas of knowledge and practice must intersect when we want to make constructive, real-world impacts. These areas include organizational behavior, international business, economics, management, talent management, knowledge management, workplace systems, and information systems. Undergirding this examination are global studies, organizational systems, social entrepreneurship, and innovation.

Central to the MAM is developing skills to analyze social systems in an integrative way. Professionals advance their career in organizational management while becoming a visionary change-agent leader through MAM's variety of courses and the residential conferences, practical projects, research essays, case study analyses, journal reflection activities, peer-to-peer dialogues, and mentoring.

The MAM fosters management development in a peer learning network so students continuously engage with peers and instructors to critically explore business and organizational concepts, practices, and issues. This aspect of our holistic process support continuous student progress in the following key areas.

- Developing cutting-edge perspectives and professional practices,
- Honing systems analysis and decision making skills,
- Expanding ability to work through complex issues and decisively respond with viable solutions,
- Increasing capability to design engaging workplace environments and the critical trust-based workplace relationships foundational to them,
- Leading dispersed team members and facilitating effective social networks, and
- Expanding professional confidence and socially responsive business vision.

As a result, students in the program develop such cutting-edge knowledge, skills, and professional qualities as:

- A global mindset to be a cross-cultural professional,
- Innovation leadership to be an organizational change catalyst,
- Integrative social systems analysis to be an innovative systemic solution builder,
- Knowledge network development to be an engaging collaborative manager,
- Organizational technology design to be a cutting-edge virtual workplace facilitator,
- Sustainable business principles and professional integrity to be a socially responsive leader.

- **Distinctive Features**

For our graduates to achieve such a range of essential qualities, the MAM incorporates distinctive approaches that, taken together, support the professional results today's organizational careers demand.

Practitioner-Scholar Instructors: Courses are led by professionals with both practical organizational experience and an understanding of innovative management approaches.

Adaptable Learning Processes and Activities: Students pursue professional areas of interest within assigned learning activities to explore issues and challenges they face on the job.

Your Workplace as Your Classroom: Each course helps students treat the workplace as a learning laboratory, and equips them to daily observe their organization and workplace operations for increased critical analysis and action on the job.

Team Projects: Team assignments are used strategically to enable students to critically explore the issues and challenges related to managing at a distance and across cultures, to develop core abilities to enable others to work in a telework environment, and to expand skills in leading virtual teams.

Multi-Dimensional Leader-Manager Development Model: The MAM program uses its own contemporary management model so professionals expand their competencies across three critically-connected areas: Innovation Leadership, Collaborative Management, and Socially Responsive Entrepreneurship. This Leader-Manager Development Approach prepares professionals to increase their effectiveness in their current organizational roles even while they are in graduate school.

Capstone Project: Each of the three components of the culminating capstone develops and demonstrates learning and knowledge in product forms with utility for a variety of the student's professional goals and career advancement: (1) Global Management Perspective, (2) Organizational Case Study Analysis, and (3) Professional Skillset Portfolio and Career Plan. (See the MAM Program Guidebook for more information.)

- **MAM Program Learning Outcomes**

At degree completion, students will be able to:

1. Perform as a cross-cultural manager able to establish dynamic globally distributed organizational cultures, management practices, and collaborative workplace systems that incorporate:
 - Cultural sensitivity and global interdependence,
 - Diverse human resources and collaboration processes,
 - Human-centric technology and information systems,
 - Strategic knowledge management and innovative decision making, and
 - Organizational integrity and civic responsibility.

2. Perform as an innovative problem-solving professional who critically applies scholarship and best practices related to global management to develop one's own approaches to organizational workplace operations and their issues and challenges.
3. Perform as a collaborative manager using collaborative management skills to lead culturally diverse teams that know and use best practices.
4. Perform as a virtual networking facilitator by using designs for organizational technology and social media that create dynamic organizational communication systems, productive social networks, employee work relationship-centric telework environments, and knowledge sharing processes in distributed organizations.
5. Perform as a socially responsive leader with a professional ethical code and leadership style rooted in professional integrity, conducting organizational operations in a transparent and sustainable manner, and fostering the mutual benefit of stakeholders.

- **MAM Program Requirements**

Residential Requirements: Participation in all three 5-day residential conferences is required: (1) before the first semester of enrollment, (2) during the middle of the degree, and (3) before the final semester. Dates are announced well in advance so students give top priority to the required participation.

Course Requirements: The 12 courses are taken in a prescribed sequence. All courses are 3 credits, comprising the 36 credits required to graduate. Coursework must be evaluated as equivalent to B or better at the graduate level to earn credit.

Course Participation: Satisfactory "class attendance" in online courses requires students to log into the University's online course site multiple times during the week to participate in discussions and other learning activities. Course syllabi indicate their specific participation requirements.

Semester and Course sequence. The prescribed sequence for the M.A. in Management with its four specializations is as follows.

Semester 1: Distributed Organizations and Global Systems

MAM 8000: Sustainable 21st Century Organizational Systems, Behavior, and Cultures

MAM 8001: Global Economies, Markets, and Supply Chains

MAM 8002: Managing Distributed Organizations

Semester 2: Talent, Organizational Communication, and Collaborative Work Systems

MAM 8006: The Network Organization: Evolving Communication Systems and Strategic Partnerships

MAM 8007 Strategic Information Systems, Knowledge Ecologies, and Technology

MAM 8004: Managing and Engaging Human Resources: Domestic and International Principles, Practices and Issues

Semester 3: Specialization Courses (see below)

Semester 4: Capstone: Collaborative Leadership and Strategic Management: Processes, Practices, and Issues

MAM 8020: Designing and Managing Collaborative Workplace Systems and Virtual Teams

MAM 8025: Systems Thinking, Analytics and Ethical Decision Making

MAM 8030: Capstone: Strategically Leading People, Projects, and Innovation

- **MAM Specializations**

Master of Arts in Management specializations are achieved by a coherent set of 3 courses taken in the third semester of the degree (9 credits total). Specializations are reinforced and extended during the fourth semester, which includes the capstone project. The following courses comprise each specialization.

Global Workforce Collaboration

MAM 8003: Dispersed Workforce Characteristics, Environments, and Issues

MAM 8005: Managing Across Cultures

MAM 8008: Social Network Analysis, Partnership Facilitation, and Conflict Resolution

Degree Program Policies

- **Transfer Credit Policy.** Up to 6 graduate semester credits (generally 2 courses) may be transferred if they are (a) awarded by a regionally accredited university, (b) outside of an already-awarded degree or certificate credential, (c) earned at the grade level of B or better and (d) evaluated by the Program Director as equivalent to an MAM course for which a substitution is appropriate.

See the Master of Arts in Management Program Guidebook for other program-specific policies.

Ph.D. in Organizational Systems

- **Degree Program Overview**

The Ph.D. in Organizational Systems (OS) explores organizational systems in their professional and global environments. It develops professionals who want to lead as distinctive members in the forefront of their fields.

Students accomplish this by learning organizational systems and much, much more, which provides a base of knowledge and skills they can use in many settings. The Ph.D. develops strategic leader-

managers who work in challenging situations, who need to identify and address complex problems, and who learn to collaboratively design and implement solutions that make a difference.

Today's organizations are complex systems. Many have globally-dispersed operations and all, regardless of size, are globally influenced every day. Thus, organizations must be able to recognize and assess forces that impact them. To thrive, they must mobilize the energy and commitment of their people as co-collaborators, as stakeholders who see themselves as leaders, and as willing participants in transformation as the world's adaptive demands escalate. Expertise in systems-based leadership and management is essential to meet such demands.

The Ph.D. curriculum equips professionals to meet such demands to envision and support the kind of systemic change needed for organizations to be resilient in their 21st Century milieu and to operate in a sustainable and socially responsive manner. It aids professionals to develop innovative, successful systems that respond to the emerging global needs for sustainability while creating the conditions for all within an organization to contribute to their full potential.

The program offers flexibility to chart a course of study that fits students' general or specific areas of interest within the broad focus of organizational systems design and transformation, innovative leadership, collaborative management, distributive organizational behavior, and sustainability and social innovation. As the program expands, healthcare and collaborative management will be emphasized in addition to education.

Currently, four ways to specialize are available:

- The general curriculum of the Organizational Systems degree, to capitalize on the broad applicability of systems approaches to pursue their management and leadership interests in any setting.
- The specialization in Leadership of Sustainable Systems, to focus on the challenges of sustainability for any organizational context.
- The specialization in Educational Leadership, to focus on leadership in the higher education milieu.
- The specialization in Humane Education, to focus on integrating major aspects of social justice with all levels of formal education.

- **Distinctive Features**

Systems approaches. Courses cover subjects such as organizational systems design, organizational change models, collaborative systems operations, and applied behavioral science, and systems thinking becomes a hallmark of understanding social systems and situations.

Cross-cutting relevance. The curriculum equips professionals to recognize and create necessary long-lasting social, economic, political, and structural changes by learning how to build responsive solutions with systems-oriented principles and approaches that can adapt and transfer across organizational contexts.

Real-world emphasis.

- *Application-focused.* Professionals develop more sophisticated systems analysis and solution-building by applying their high-level theoretical knowledge to work needed in the trenches of current issues and chosen professions.
- *Crossing disciplinary boundaries.* The program evolves a culture of recognizing the value of gaining knowledge and practice from multiple disciplines to inform context-specific systems interventions and to be able to communicate across professions.
- *Change, adaptive innovation, and transformation.* Through immersion in systems thinking and analysis, professionals recognize why 21st Century economic, environmental, and social challenges demand innovative leadership to transform people and organizations with adaptive capacities to thrive while changing the way they engage such challenges.
- *The human-information-technology interface.* Professionals learn to use the systems-advantage in assessing and designing information-flows and technical resources to support the efficiency and effectiveness of stakeholders at all levels of organizations and partnerships from local to global.
- *Collaboration and communication.* Professionals apply skills in systems thinking and analysis to drive the design and implementation of collaborative systems for diverse individuals, teams, and organizations to communicate multiple perspectives and approaches to solutions, and to coordinate their routine work and innovative initiatives.

Program Learning Outcomes

Organizational Systems Ph.D. Students will be able to:

- Assess, design, lead, manage, and evaluate complex organizational change initiatives in their chosen professions, places of work, and/or in the wider global community;
 - Apply systems thinking to analyze fundamental properties and behaviors of social systems and ways to manage or transform them;
 - Apply systems design principles to lead in creating or transforming organizational or other social systems through engaging the community or organization in collaborative model building and action;
 - Operate consistently within a solid framework of individual and collective ethics and social responsibility;
 - Consistently use self-awareness, appreciation of diversity, and constructive dialogue to help build authentic relationships that support collaboration;
 - Design and conduct sophisticated organizational research that employs strong critical analysis in both thinking and writing.
- **Program Requirements of all Ph.D. degrees in Organizational Systems**

The Ph.D. degree requires a total of 80 credit hours earned in 3 phases.

Phase 1: 56 credits total, distributed across the following:

- Core Required Content Courses
- Core Research Sequence (including Writing) Courses
- Content courses (requirements vary depending on specialization; see below).

Phase 2: 12 credits

- Candidacy Qualifying Essays: Three essays, 3 credits each; total 9 credits
- Practicum: 3 credits

Phase 3: 12 credits – Dissertation

Residential Requirements: Participation in all twice-annual, 5-day residential conferences is required until Dissertation work begins (i.e., until after the completion of the 3 Candidacy Qualifying essays).

Below are the course requirements for the Ph.D. in Organizational Systems (without declared specialization).

**Ph.D. in Organizational Systems
Required Courses and Credits**

ORG 7045	Ethics and Social Responsibility	3
ORG 7032	Dealing with Complexity: The Foundations of Systems Thinking	3
ORG 7025	Humanistic Foundations of Organizational Development	3
Electives	See course listings for available electives. The following are recommended for inclusion. 3 credits each	36
ORG 7006	Organizations as Socio-Technical Systems	
ORG 7040	Social Systems Design	
ORG 7070	Leading Organizational Transformation	
ORG 7072	Team Development and Collaborative Systems	
ORG 7075	Sustainability and Organizational Systems	
ORG 7080	Consulting Skills	
ORG 7082	Values Based Leadership	
ORG 7083	Advanced Perspectives in Leadership Theory	
ORG 7096	Organizational Culture and Cross-Cultural Management	
	Notes:	
	Specializations prescribe a number of courses and credits unique to the specialization not listed here (see separate sections below), reducing the number of student-chosen electives.	
RES 1006	Information Competency and Library Use	2
RES 1005	Methods of Research and Disciplined Inquiry I	3
RES 1015	Methods of Research and Disciplined Inquiry II	3
Level 2 Research Course	(One from RES 1030, 1040, 1050, 1160, 1170, 3130, 4005)	3
RES 1100	Research Practicum	3
RES 9010	Qualifying Essay 1	3
RES 9020	Qualifying Essay 2	3

RES 9030	Qualifying Essay 3	3
RES 9500	Dissertation	12
Total Credits		80

- Transfer Credit Policy. Transfer credits, to be considered, must have been (a) awarded by a regionally accredited university, (b) earned at the graduate level (master’s or doctoral), (c) earned outside of an already-awarded degree or certificate credential, (d) earned at the grade level of B or better and (e) evaluated by the Program Director as equivalent to a degree course for which a substitution is appropriate. While transfer credit policy may vary by degree and specialization, unless applying for the doctoral degree completion program, no more than 9 credits may be transferred. See the Ph.D. Program Guidebook.
- See the Ph.D. Program Guidebook for policy unique to this Ph.D. program and any specialization-specific policy.
- **Specializations**

PROGRAM REQUIREMENTS OF PH.D. IN ORGANIZATIONAL SYSTEMS WITH SPECIALIZATION IN LEADERSHIP FOR SUSTAINABLE SYSTEMS

The specialization in Leadership for Sustainable Systems uses systems science and thinking for students to develop realistic ways to put human experience and the practice of engaged collaborative leadership at the center of issues of resilience and regeneration for a viable future. For example, it includes sustainable business practices applicable in multiple economic environments, while bringing a unique focus to the human dimensions of sustainability.

Students learn that leaders committed to fostering sustainable organizations must manage the tensions among the diverse individuals, interests, groups, and sectors, and learn how leadership must design change processes over time that reverse damaging current trends and lead toward collectively desired sustainable futures.

The specialization requires focused courses in Sustainability, selected from the following. Currently, a minimum of two are required, with the remaining three included in available as electives.

- ORG 7074 Present Issues in Sustainability
- ORG 7075 Sustainability and Organizational Systems
- ORG 7078 Sustainability Management: Present Practices
- TSC 7077 Building Sustainability: The Global Crisis
- TSC 7079 Building Sustainability: Present Practices in Community and Society

Ph.D. in Organizational Systems with Specialization in Leadership for Sustainable Systems

Required Courses and Credits

ORG 7045	Ethics and Social Responsibility	3
ORG 7032	Dealing with Complexity: The Foundations of Systems Thinking	3
ORG 7025	Humanistic Foundations of Organizational Development	3
	Specialization Courses (3 credits each; minimum of 2 selected from this list)	6
ORG 7074	Present Issues in Sustainability	
ORG 7075	Sustainability and Organizational Systems	
ORG 7078	Sustainability Management: Present Practices	
TSC 7077	Building Sustainability: The Global Crisis	
TSC 7079	Building Sustainability: Present Practices in Community and Society	
Electives	3 credits each	30
	See course listings for available electives. In addition to the Sustainability electives, the following are recommended for inclusion.	
ORG 7006	Organizations as Socio-Technical Systems	
ORG 7040	Social Systems Design	
ORG 7070	Leading Organizational Transformation	
ORG 7072	Team Development and Collaborative Systems	
ORG 7075	Sustainability and Organizational Systems	
ORG 7080	Consulting Skills	
ORG 7082	Values Based Leadership	
ORG 7083	Advanced Perspectives in Leadership Theory	
ORG 7096	Organizational Culture and Cross-Cultural Management	
	Note: Electives may include up to 9 transfer credits from graduate or doctoral courses that have not been applied to an already-awarded degree or other credential.	
RES 1006	Information Competency and Library Use	2
RES 1005	Methods of Research and Disciplined Inquiry I	3
RES 1015	Methods of Research and Disciplined Inquiry II	3
	Level 2 Research Course (One from RES 1030, 1040, 1050, 1160, 1170, 3130, 4005)	3
RES 1100	Research Practicum	3
RES 9010	Qualifying Essay 1	3
RES 9020	Qualifying Essay 2	3
RES 9030	Qualifying Essay 3	3
RES 9500	Dissertation	12
	Total Credits	80

PROGRAM REQUIREMENTS OF PH.D. IN ORGANIZATIONAL SYSTEMS WITH SPECIALIZATION IN EDUCATIONAL LEADERSHIP

The Specialization in Educational Leadership is designed for educational leaders who aspire to make significant contributions to their organization’s success and shape the future of educational systems to enhance both the global society and the local civic community.

Taking an organizational systems approach to managing educational institutions, this innovative program enables educators to move up into senior administrative roles, and become transformative educational leaders who engage people to create the forward thinking educational opportunities needed today. It enables educators to identify critical educational issues, collaboratively envision systemic and sustainable solutions, and design creative implementation plans and processes.

The specialization is comprised of six courses. The introductory course is ORG 7105 Complexity in Educational Systems. After completing foundational content courses in organizational systems and leadership students can take the following electives specifically focused on educational leadership:

- ORG 7570: Issues in Higher and Postsecondary Education: Leadership Practice
- ORG 7571: Transformational Management and Change in Higher and Postsecondary Education
- ORG 7572: Strategic Planning and Implementation in Higher and Postsecondary Education
- ORG 7573: The Community College
- ORG 7574: Productive Conflict Management

Ph.D. in Organizational Systems with Specialization in Educational Leadership

Required Courses and Credits

ORG 7045	Ethics and Social Responsibility	3
ORG 7032	Dealing with Complexity: The Foundations of Systems Thinking	3
ORG 7025	Humanistic Foundations of Organizational Development	3
	Specialization Courses (18 credits) REQUIRED:	
ORG 7105	Complexity in Educational Systems	3
ORG 7570	Issues in Higher and Postsecondary Education: Leadership and Practice	3
ORG 7571	Transformational Management and Change in Higher and Postsecondary Education	3
ORG 7572	Strategic Planning and Implementation in Higher and Postsecondary Education	3
ORG 7574	Productive Conflict Management	3
ORG 7573	The Community College	3
	OR	
ORG XXXX	Introduction to p-12 Educational Leadership	
Electives	3 credits each	18
	See course listings for available electives. The following are recommended for inclusion:	
ORG 7006	Organizations as Socio-Technical Systems	
ORG 7040	Social Systems Design	
ORG 7070	Leading Organizational Transformation	
ORG 7072	Team Development and Collaborative Systems	
ORG 7075	Sustainability and Organizational Systems	
ORG 7080	Consulting Skills	

- ORG 7082 Values Based Leadership
- ORG 7083 Advanced Perspectives in Leadership Theory
- ORG 7096 Organizational Culture and Cross-Cultural Management

Note: Electives may include up to 9 transfer credits from graduate or doctoral courses that have not been applied to an already-awarded degree or other credential.

RES 1006	Information Competency and Library Use	2
RES 1005	Methods of Research and Disciplined Inquiry I	3
RES 1015	Methods of Research and Disciplined Inquiry II	3
Level 2 Research Course (One from RES 1030, 1040, 1050, 1160, 1170, 3130, 4005)		3
RES 1100	Research Practicum	3
RES 9010	Qualifying Essay 1	3
RES 9020	Qualifying Essay 2	3
RES 9030	Qualifying Essay 3	3
RES 9500	Dissertation	12
Total Credits		80

PROGRAM REQUIREMENTS OF PH.D. IN ORGANIZATIONAL SYSTEMS, WITH A SPECIALIZATION IN HUMANE EDUCATION

The specialization in Humane Education is the result of a partnership with the Institute for Humane Education (IHE) and Valparaiso University. IHE students can enroll to complete their Ph.D. in Organizational Systems. The specialization emphasizes organizational management within educational systems at all levels and the unique organizational culture of educational institutions. Up to 18 credits of humane education courses through the Institute of Humane Education (IHE)/Valparaiso University, of that coursework is transferrable into the Ph.D. in Organizational Systems program to meet the specialization requirements.

All IHE courses with the exception of the first year’s summer residency are delivered as distance learning courses. The summer residency is held in Maine. Courses with IHE are delivered online through Valparaiso University/IHE; all others are delivered through Saybrook.

The specialization is comprised of seven courses (21 credits); six from IHE/Valparaiso (18 credits) and one Saybrook course ORG 7105 Complexity in Educational Systems (3 credits).

- ORG 7100 Introduction to Humane Education (IHE)
- ORG 7105 Complexity in Educational Systems (Saybrook)
- ORG 7110 Environmental Ethics (IHE)
- ORG 7115 Animal Protection (IHE)
- ORG 7120 Human Rights (IHE)

ORG 7125 Culture and Change (IHE)
 ORG 7150 Humane Education Residency (IHE)

See the Organizational Systems Ph.D. Program Guidebook for more information on this specialization.

Ph.D. Requirements Organizational Systems, Specialization in Humane Education		Credits
<i>Courses completed through Valparaiso for IHE</i>		18
ORG 7105	Complexity in Educational Systems	3
ORG 7045	Ethics and Social Responsibility	3
ORG 7032	Dealing with Complexity: The Foundations of Systems Thinking	3
ORG 7025	Humanistic Foundations of Organizational Development	3
Residential Conferences until Qualifying Essays completed Research Sequence (taken in order)		
RES 1006	Information Competency and Library Use*	2
RES 1005	Methods of Research and Disciplined Inquiry I	3
RES 1015	Methods of Research and Disciplined Inquiry II	3
Level 2 Research Course (One from RES 1030, 1040, 1050, 1160, 1170, 3130, 4005)		3
RES 1100	Research Practicum	3
Electives	3 credits each See course listings for available electives. The following are recommended for inclusion.	15
ORG 7006	Organizations as Socio-Technical Systems	
ORG 7040	Social Systems Design	
ORG 7070	Leading Organizational Transformation	
ORG 7072	Team Development and Collaborative Systems	
ORG 7075	Sustainability and Organizational Systems	
ORG 7080	Consulting Skills	
ORG 7082	Values Based Leadership	
ORG 7083	Advanced Perspectives in Leadership Theory	
ORG 7096	Organizational Culture and Cross-Cultural Management	
Note: Electives may include up to 9 transfer credits from graduate or doctoral courses that have not been applied to an already-awarded degree or other credential.		
RES 9010	Qualifying Essay 1	3
RES 9020	Qualifying Essay 2	3
RES 9030	Qualifying Essay 3	3
RES 9500	Dissertation	12
Total Credits		80
<i>*Not required if taken in first year with Valparaiso.</i>		

Department of Transformative Social Change

Department Overview

We live in a time of transformative social change. All over the world, people are working for a more sustainable environment, seeking social justice and democratic reform, and creating new economic models that work for the many and not just the few. Many of these changes are powered by new communication technologies that are making a powerful impact, from spreading innovation to toppling repressive regimes.

But we also confront crises of environmental devastation, economic displacement, social injustice, war, terrorism, and personal stress that threaten the well-being of life on earth and (arguably) our survival. Many of these crises are inter-related and can best be addressed by those with a deep understanding of the connections among such concrete matters as wealth inequality, drawdown of our planet's resources, toxification of our bodies and environments, and centralization of media in the hands of powerful interests.

This program subsumes a range of fields under a relatively new disciplinary area, Transformative Social Change. There is a growing acceptance and development of this field of research, academic study, and social action, from sources including the United Nations, major foundations, and other universities. The new degree program in Transformative Social Change will prepare students to respond to current social, cultural, and political challenges of our time in a unique way, as reflective scholar-practitioners, able to create transformative changes in society, guided by humanistic values.

Distinctive Features

The TSC degree program is purposefully differentiated from a standard comprehensive nonprofit management training program orientation. Specifically, the TSC program focuses on preparing graduates to possess the skills and capacities needed for particular types of nonprofit organizations, those with a program focus in advocacy for, human rights, community building, peace, the environment and social justice. To enable graduates to be successful participants and leaders in those types of NGOs, we emphasize development of the skills and capacities for employment positions in the program, policy and outreach areas.

MA Learning Outcomes

1. Develop participatory, democratic, collaborative leadership skills.

2. Achieve reflective grounding in one's own values and worldviews; develop congruence between ethics/values and actions/research.
3. Be able to understand and analyze embedded social systems; master a specific social change content area; and able to design social system transformation strategies.
4. Develop global, multi-generational social and environmental conscience; capacity for genuine dialogue with other socio-cultural viewpoints.
6. Develop capacity for connectedness and compassion for all life, and the ability to balance needs of self with those of the larger community.

PhD Learning Outcomes

1. Design environments that reflect and support participatory, democratic, collaborative leadership skills.
2. Formulate interventions that are congruent with ethics and values.
3. Synthesize and design social system transformation strategies.
4. Formulate and evaluate dialogues that are inclusive of global, multicultural, multi-generational social and environmental viewpoints.
5. Appraise models of compassion and connectedness with the larger community.

Degree Program Requirements

Residential Orientation (RO)

All new students in the M.A. and Ph.D. in Transformative Social Change degree programs begin their studies with our one-time, two-day Residential Orientation. Residential Orientations are held two days ahead of the Residential Conference at the start of the fall and spring semesters in California. Attendance at the entire RO is an academic requirement.

Residential Conference (RC)

All students are also required to attend a 5-day residential conference held off-campus at the beginning of each semester. These residential conferences offer didactic/topical, research, and practice-oriented seminars, in-person sessions introducing each core course in the program, and group meetings of the

program as a whole. The residential conferences also involve informal exchanges with other students and program faculty for mentoring and socialization to the field.

Residential Conference Requirement

Master students are required to attend until formal enrollment in either master thesis or project. Doctoral students attend until they have advanced to doctoral candidacy (upon satisfaction of essay orals).

Academic Credit for RO and RC

No academic credit is given for attendance at the Residential Orientation or Residential Conference. Students who attend a seminar at an RC and wish to study the topic further may, with the permission of the seminar instructor and the degree program director, register for an independent study course (ALL 8100) following the RC and receive 1 academic credit upon completion. Each course is individually designed and negotiated with the seminar instructor. Not all RC workshops, courses, and seminars are eligible for the follow-up independent study credit.

RC Approved Absence Policy

If a student must miss an RC due to extenuating circumstances that include, but are not limited to documented medical hardship or family emergency, attendance at an RC must be made up at a later date, even if that is beyond the point where the student would normally not be required to attend RCs. In such cases, the student needs to notify the degree program director prior to the missed conference for approval. Refer to the Student Refund Policy for additional information.

Residential Conference Substitution Process

Prior to the Start of the Residential Conference

If students would like to substitute attendance at a professional conference for attendance at one of the RCs, they need to identify a faculty member who will sponsor them in this request. The conference must be at least five days, in accordance with Saybrook's Residential Conference. Students must complete the "Authorization Request to Substitute for Residential Conference" form and submit it for approval no less than 30 days before the RC to be substituted.

After Attendance at the Substitution Conference

Following the conference, students must complete the "Confirmation of Attendance at Substitute Conference" form and send to their faculty sponsor. After review and approval, the faculty sponsor will then forward it to the degree program director, who will complete the recording process. Tangible documentation of attendance for the entire event is required, along with a copy of the completed Authorization Request signed by the supervising faculty member and any other required academic work or learning product required by the supervising faculty member.

Transfer Credit Policy

Transfer credits based on equivalent graduate courses taken at another regionally accredited institution in the same or similar discipline where the student received a grade of B or better may be transferred and will reduce the number of course credits required to be completed at Saybrook. Allowable transfer credits must be suitable for transfer to the intended degree as determined by the Registrar and the degree Program Director. Transfer course credits do not affect the minimum number of credits required for the degree.

Transfer credit to be applied toward required electives:

- MA Transformative Social Change – May include up to 3 transfer credits, completed during a graduate degree program from an accredited university, non-degree Saybrook Certificate credits, or other non-degree credits taken at Saybrook University, within the last five years.
- PhD Transformative Social Change – May include up to 12 transfer credits completed in the related discipline, 6 of these credits may be from cognate fields, non-degree Saybrook Certificate credits, Saybrook CE credits, or other non-degree credits taken at Saybrook University within the last five years

Ph.D. Research Requirement

The Ph.D. degree program in Psychology requires a sequence of research courses designed to develop research competencies in key areas. The sequence begins with Level 1 research courses: Information Competency and Library Use (RES 1006) in the first semester of enrollment, complemented by the Methods of Research and Disciplined Inquiry Part I and Part II courses (RES 1005 during first semester; RES 1015 during second semester or when RES 1005 is successfully completed). The initial sequence concludes with a Level 2 research methods course and the Research Practicum (RES 1100A/RES 1100B) in order to advance through the Candidacy process. These research courses must be taken consecutively:

- Successful completion of RES 1006 and RES 1005 are required before the student may register for RES 1015.
- Successful completion of RES 1015 is required before the student may register for the Level 2 research course.
- Successful completion of the Level 2 research course is required before the student may enroll in the Research Practicum and essays.

Though not required, it is strongly recommended that the Research Practicum provides preparatory experience with the method to be employed in the dissertation research. Students who have not taken

an advanced research course in the methodological area they plan to utilize for their dissertation research may be required by their dissertation committee to complete an additional advanced research methods course. An alternative Level 2 research methods course not offered in the current course list may also qualify if taken as an independent study with an available, qualified faculty member and a mutually agreed upon learning contract, pre-approved by the Director of Research, as well as the degree Program Director.

The remainder of the doctoral research sequence includes Qualifying Essay 1: Methodology Critique Essay (RES 9010), Qualifying Essays 2 and 3: Literature Review Essays (RES 9020 and RES 9030), successful advancement to Candidacy, completion and defense of the dissertation proposal, and completion and defense of the dissertation.

Degree Requirements

Master of Arts Transformative Social Change

Master of Arts in Transformative Social Change		
Course #	Course Title	Credits
RES 1026	Information Competency and Library Use	2
RES 1025	Understanding Research	3
TSC 6400	Ethics for Transformative Social Change: Thinking Like a Global Citizen	3
TSC 6610	Social System Transformation Theory	3
TSC 6615	Overview of Transformative Social Change Interventions	3
TSC 7085	Globalism and Power	3
or	or	
TSC 6510	Theory and Practice of Nonviolence	
RES/TSC 9200	Master's Project	3
OR	OR	
RES 9400	Master's Thesis	6
Total Required Core Courses: 20-23		
Transformative Social Change Electives – Choose 2		
TSC 6500	Ecological Psychology	3
TSC 6505	Healthy Communities	3
TSC 6510	Theory and Practice of Nonviolence (if not taken as required core course)	3
TSC 6520	Gender and Society	3

TSC 6550	Conflict Resolution Theory and Methods	3
TSC 6570	Race, Class, & Gender	3
TSC 6585	The Human Right to Adequate Food	3
TSC 6590	Peace Studies	3
TSC 6620	Psychology of Disability, Rehabilitation, and Empowerment	3
TSC 7077	Building Sustainability: The Global Crisis	3
TSC 7079	Building Sustainability: Present Practices in Community and Society	3
TSC 7085	Globalism and Power (if not taken as required core course)	3
TSC 7115	Refugee Trauma and Resiliency	3
Total Elective Credits:6		
Other Electives*		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses:6		
Total MA Transformative Social Change Credits: 32-35		

*May include up to 3 transfer credits, completed during a graduate degree program in a related field from an accredited university; non-degree Saybrook Certificate credits; or other non-degree credits taken at Saybrook University within the last five years. No transfer credit will be accepted from courses already applied toward another graduate degree that was previously awarded. Transfer credits will be determined by the Office of the Registrar in consultation with the TSC degree program director.

**Saybrook transcript must reflect a minimum of 32 completed post-baccalaureate credits of new learning for the M.A.

Doctor of Philosophy Transformative Social Change

Doctor of Philosophy in Transformative Social Change*		
Course #	Course Title	Credits
Research Course Sequence (taken in order):		
RES 1006	Information Competency and Library Use	2
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
	Advanced Level Research Course – see list below	3
	RES 1030 Experimental Research Methods	
	RES 1040 Qualitative Research Methods	
	RES 1050 Applied Program Evaluation	
	RES 1140 Case Study Methods of Psychology	
	RES 1150 Action Research	
	RES 1160 Systems Research	
	RES 3130 Descriptive Phenomenological Psychological Research	

RES 1100A/ RES 1100B**	RES 4005 Disciplined Inquiry II: Narrative and Auto/Biographical Research RES 4900 Hermeneutic Psychological Research Research Practicum	3-6
Core TCS Courses		
TSC 6400	Ethics for Transformative Social Change: Thinking Like a Global Citizen	3
TSC 6610	Social System Transformation Theory	3
TSC 6615	Overview of Transformative Social Change Interventions	3
TSC 7085	Globalism and Power	3
TSC 6510	Theory and Practice of Nonviolence	3
RES 9010	Qualifying Essay 1: Dissertation Critique	3
RES 9020	Qualifying Essay 2: Literature Review	3
RES 9030	Qualifying Essay 3: Literature Review	3
RES 9500****	Dissertation	6-18
Total Required Core Courses: 44-59		
Transformative Social Change Electives – Choose 4		
TSC 6500	Ecological Psychology	3
TSC 6505	Healthy Communities	3
TSC 6520	Gender and Society	3
TSC 6550	Conflict Resolution Theory and Methods	3
TSC 6570	Race, Class, & Gender	3
TSC 6585	The Human Right to Adequate Food	3
TSC 6590	Peace Studies	3
TSC 6620	Psychology of Disability, Rehabilitation, and Empowerment	3
TSC 7077	Building Sustainability: The Global Crisis	3
TSC 7079	Building Sustainability: Present Practices in Community and Society	3
TSC 7115	Refugee Trauma and Resiliency	3
Total Elective Credits:12		
Other Electives***		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses:12		
Total PhD Transformative Social Change Credits: 68-83		

* Some courses may be waived if completed during the M.A. program at Saybrook University within the past five years. If waived, credits must be substituted with appropriate degree program electives.

** Registration in RES 1100B required if practicum research not completed during RES 1100A.

*** May include up to 12 transfer credits completed during a graduate degree program in a related field from an accredited university within the last five years. No transfer credit will be accepted from courses already applied toward another degree that was previously awarded. Transfer credits

will be determined by the Office of the Registrar in consultation with the TSC degree program director, and will be applied toward required electives.

**** Dissertation to be completed in a minimum of two semesters and a maximum of six full semesters (3 credits for successful completion of each semester)

Saybrook MA to PhD in Transformative Social Change

While in the M.A. program at Saybrook University, students may decide to apply to continue to the doctoral program. Once such students have completed the admissions process to the doctoral program, they may be accepted on the condition of completion of the M.A. degree requirements (i.e., successful completion of the thesis/project). Such students are allowed to enroll in up to an additional 9 credits of coursework while completing the thesis/project. If the student is admitted to the doctoral program, these 9 credits will be considered toward the Ph.D. degree. If the student does not continue to the doctoral program, those additional credits completed are awarded toward the M.A. degree. That is, admission into the doctoral program does not commence until the M.A. is complete. Such students will be required to adhere to the catalog that is in place when they matriculate into the doctoral program (i.e., after completion of the thesis/project), not the catalog in place at the time of their conditional acceptance into the doctoral program.

The following requirements apply to students who 1) earn an M.A. in Transformative Social Change at Saybrook University or M.A. in Psychology at Saybrook University within the Transformative Social Change Specialization, and 2) are currently earning an M.A. degree and, wish to apply for entry into the doctoral program immediately following graduation. If the student is accepted into the doctoral program and matriculates within two semesters of receiving the M.A., the following program requirements apply. If more than one year elapses between finishing the M.A. and beginning the Ph.D. program, the student must adhere to the standard Ph.D. course requirements as noted above.

MA-to-PhD Track in Transformative Social Change*		
Course #	Course Title	Credits
Research Course Sequence (taken in order)		
RES 1005	Methods of Research and Disciplined Inquiry – Part I	3
RES 1015	Methods of Research and Disciplined Inquiry – Part II	3
	Advanced Level Research Course – see list below	3
	RES 1030 Experimental Research Methods	
	RES 1040 Qualitative Research Methods	
	RES 1050 Applied Program Evaluation	
	RES 1140 Case Study Methods of Psychology	
	RES 1150 Action Research	
	RES 1160 Systems Research	
	RES 3130 Descriptive Phenomenological Psychological Research	

	RES 4005 Disciplined Inquiry II: Narrative and Auto/Biographical Research	
	RES 4900 Hermeneutic Psychological Research	
RES1100A/ RES1100B	Research Practicum	3-6
Core Courses		
TSC 6500 or TSC 6505 TSC 6510*** or TSC 7085	Ecological Psychology or Healthy Communities Theory and Practice of Nonviolence or Globalism and Power	3 3 3 3
RES9010	Qualifying Essay 1: Dissertation Critique	3
RES9020	Qualifying Essay 2: Literature Review	3
RES9030	Qualifying Essay 3: Literature Review	3
RES9500****	Dissertation	6-18
Total Required Core Courses: 33-48		
Transformative Social Change Electives		
TSC 6500	Ecological Psychology (if not taken as required core course)	3
TSC 6505	Healthy Communities (if not taken as required core course)	3
TSC 6510	Theory and Practice of Nonviolence (if not taken as required core course)	3
TSC 6520	Gender and Society	3
TSC 6550	Conflict Resolution Theory and Methods	3
TSC 6570	Race, Class, & Gender	3
TSC 6585	The Human Right to Adequate Food	3
TSC 6590	Peace Studies	3
TSC 6620	Psychology of Disability, Rehabilitation, and Empowerment	3
TSC 7077	Building Sustainability: The Global Crisis	3
TSC 7079	Building Sustainability: Present Practices in Community and Society	3
TSC 7085	Globalism and Power (if not taken as required core course)	3
TSC 7115	Refugee Trauma and Resiliency	3
Total Elective Credits:18		
Other Electives*		
Unless otherwise stipulated by program, any other graduate-level coursework will apply toward <i>Other Elective</i> credit requirements		
Total Other Elective Courses:9		
Total Post-MA PhD Transformative Social Change Credits: 60-75		

* Some courses may be waived if completed during the M.A. program in Psychology at Saybrook University within the past two years. If waived, credits must be substituted with Electives.

College of Social Sciences Certificates

Saybrook University's College of Social Sciences offers a number of exciting certificate programs intended for non-matriculating students who want to expand or deepen their knowledge and skills pertaining to specific foci. Our certificate programs offer a variety of topics relevant in today's world. From existential psychology to integrative healthcare, the College of Social Sciences certificates offer students the humanistic and interdisciplinary education students desire in a convenient certificate program.

Delivery Model

All entering students will begin their program in consultation with the Certificate Lead Faculty in order to clarify requirements and ensure that their interests are integrating within their learning experience. Students can change their study plan later, but need to make an initial plan at the outset, including a tentative plan for a one-year enrollment for those individuals not enrolled in a Saybrook degree program. Typically, certificate requirements can be completed within one to two years (see Certificate Lead Faculty for more details). Students progress through certificate requirements through a combination of on-line cohort courses and either face-to-face experientials during a Saybrook Residential Conference and/or at-a-distance platforms such as video-conference or conference calls. Additionally, students participate in online Graduate Colloquia shells, which are virtual classrooms utilized to foster community among all enrolled in specializations that sponsor the certificates; deepening the learning environment and broadening the application of theory and practice.

These certificates are available to degree and non-degree students alike. Non-degree students who subsequently pursue a degree at Saybrook may be able to transfer credits toward degree requirements. Students formally enrolled in one of Saybrook's degree programs may be able to integrate the certificate into their program as the certificate course requirement may satisfy either specialization requirements and/or degree electives. In the event that a doctoral student wishes to complete more than one Certificate program, only one course (3 credits) may be counted toward a second Certificate. No course overlap may occur for fulfillment of a third (or more) Certificate. In addition, fulfillment of each Certificate requires completion of a unique practicum (CSIH/CS/EHTP 8151: 3 credits) as well as a unique final paper (CSIH/CS/EHTP 8950: 1 credit). No overlap of required Certificate coursework will be permitted for M.A. students who wish to declare more than one Certificate.

Core Components

Though each certificate is specific to the area of focus, there are general Core Components or expectations.

- Required course(s) (3 credits each)
- Choice of Electives (3 credits each) to be determined in consultation with the Certificate Lead Faculty
- Practicum/Project (3 credits) which is individually designed by the student in consultation with Practicum Instructor based on his or her interests and goals. This may involve related theory, research, and/or practical application. Several Certificates require the presentation of the Practicum/Project during a Saybrook Residential Conference and/or at-a-distance presentation through video conference platforms such as Go To Meeting or Skype (*see Certificate Lead Faculty for more details*).
- Integrative Paper/Seminar (1 credit) which can be a capstone paper, professional poster presentation, or mini-project designed to allow reflection, assessment of progress, integration of experience and academic learning, and forward projection into how one will use these learnings and skills. It also invites a look into other competencies one might still wish to add.

CERTIFICATES

- Applied Consciousness Studies
- Arts and Self-Expression for Health and Wellbeing
- Community Health & Development
- Complex Trauma & The Health Process
- Creativity Studies
- Death, Loss, and Meaning
- Dream Studies
- Foundations in Existential-Humanistic Practice
- International Psychology
- Multicultural Psychology
- **Organizational Leadership & Transformation**
- **Peace & Conflict Resolution**
- **Professional Studies in Psychophysiology**
- Socially Engaged Spirituality
- Stress Management Education
- Transpersonal Psychology

APPLIED CONSCIOUSNESS STUDIES

Certificate Lead: Ruth Richards, M.D., Ph.D.

Sponsored by: Consciousness, Spirituality, & Integrative Health Specialization (CSIH)

Description

The scope of consciousness studies and its methods is vast, involving the scientific study of behavior, experience, and intentionality. We approach these in terms of theory, research, and applications. Our field is multidisciplinary and expanding, catalyzed by developments in the cognitive sciences, neurosciences, studies of altered states of consciousness including neuroscientific and experiential studies of sleep and dreaming, or of stages and states in human creativity. Biofeedback technology has opened not only new doorways to understanding inner states but to their self-regulation. Work on meditation, hypnosis, sensory deprivation, mind-altering drugs, and parapsychology have offered added perspectives. We draw as well on anthropology, comparative religion, philosophy, ethnopsychology, transpersonal studies, and Asian and indigenous spiritual traditions. Above all, we assume there is more we do not know. Welcome to this adventure and, indeed, this privilege, of exploring human possibility. Potential applications involve both areas of knowledge and process (such as transpersonal research methods, ways to use mind-body technologies, approaches to spiritual inquiry). Applications are grounded in special interests of Certificate faculty. Some examples are a focus on ethnoautobiography, mind/technology interface, non-human consciousness, transpersonal research methods, empathy and relational psychology, chaos theory and human experience, traditional healing in modern medicine, and understanding PTSD. We also encourage students to take initiative in developing their own Certificate focus with relevant faculty members.

Curriculum

- CSIH 300 Psychology of Consciousness
- CSIH 3040 Models of Consciousness
- Choice of 2 CSIH electives (see Course Catalog)
- Practicum/Project
- Integrative Paper/Seminar

Learning Objectives: Upon completion of the Certificate, students will be able to...

1. Articulate and defend her/his own definitions of mind, brain, and consciousness, comparing at least two other perspectives.
2. Define and compare a theory, an epistemology, and a model.
3. Describe conceptual frameworks of historical and contemporary approaches to consciousness studies, both in general and in one's own special area of interest.
4. Critically identify, analyze, and compare theoretical models, research literature, and implications in the field from neuroscientific, philosophical, psychological, and cross-cultural perspectives.
5. Explain how contemporary and combined research methods, including neuroscientific, heuristic, introspective, neurophenomenological, and other qualitative and quantitative methods of disciplined inquiry can be integrated to examine questions in humanistic and transpersonal psychology or parapsychology.
6. Demonstrate how quantitative and qualitative methods have previously been applied individually or together to a topic of the student's interest.
7. Articulate one's own model of consciousness, and apply it to an area of particular interest.
8. Articulate how knowledge in key areas such as phenomenological or neuroscientific investigations have the potential for changing major outlooks or even worldviews in such areas as exceptional human experiences, spiritual development, therapies and psychological growth, and new paradigms informing humanistic, transpersonal, and existential perspectives, including those in special areas of student interest.

ARTS and SELF-EXPRESSION for HEALTH and WELLBEING

Certificate Lead: Ruth Richards, M.D., Ph.D.

Sponsored by: Creativity Studies Specialization (CS)

Description

This Certificate will be of interest to a variety of individuals (e.g., artists, educators, consultants, therapists, coaches, etc.) and will help individuals access arts and the creative process to increase psychological and physical healing, to advance growth, and to enhance personal and group development. These methods have been used singly and together in multiple contexts, including conflict resolution, organizational development, clinical interventions, educational enhancement, and by those on a spiritual path.

Using the languages of the arts, with focus on *process*, learning, and growth—and not on specifics of a fixed creative *product*—participants will discover new depth, perspectives, ways of knowing, solutions, and a vast richness of experience. Such advances are well supported both by practice and psychological research; academic and research grounding in creativity studies and the arts will also be an important part of this program. This Certificate will also serve students who continue on for a graduate degree and who want to do arts-based research. This is not a Certificate for clinical training, but can be used by trained clinicians, as well as other professionals, and by those wishing personal growth, challenge, enchantment, and fun. The expressive arts component provides a foundation for pursuing credentialing as a Registered Expressive Arts Consultant/Educator through the International Expressive Arts Therapy Association (<http://www.IEATA.org>). Completion of this Certificate is a start, but is not sufficient in itself, for certification with the International Expressive Arts Therapy Association as a consultant/educator. Our offerings may, however, count toward such certification. We are happy to talk with students about the requirements and next steps for individuals interested in completing the Certificate program.

Curriculum:

The Certificate program begins with a half-day onsite immersion experience and will typically be offered during or adjacent to a Saybrook Residential Conference (RC). Depending on scheduling and where students reside, this experience might involve extra hotel or travel expense; however, no extra fee will be required for this intensive residential experience. Activities for this immersion experience are designed to establish a supportive community atmosphere and identity. This broad exposure is not about expertise—there is no prerequisite in any of these arts areas. Our work is about process, personal and group learning, finding new ways of knowing and experiencing, and growth and self-development.

Students who decide to register for the Certificate *after* that year's immersion experience has already taken place may take it during a later offering in order to complete the Certificate requirements. Non-degree students pursuing this Certificate may also make an arrangement to complete onsite experiential requirements via Skype or other video-conferencing platforms.

- CS 4500 Dimensions of Creativity
- CS 6606 Introduction to Expressive Arts

- Choice of 2 CS Electives
 - CS 4520 Art and Healing
 - CS 3010 Art-Based Inquiry
 - CS 4525 Poetry and Holistic Health
 - CSIH 3160 Personal Mythology
 - And other pre-approved courses
- Practicum/Project
- Integrative Paper/Seminar

Learning Objectives: Upon completion of the Certificate, students will be able to...

1. Discuss the nature of creativity and ways it may be modeled and also studied further.
2. Explain the features and advantages of arts for healing, discovery, and growth, and of expressive arts as a multimodal process.
3. Use a range of arts modalities in more than one setting, including facilitation, education, and consultation.
4. Be able to cite relevant literature on the efficacy of specific methods for certain client populations.
5. Be able to personally use and be freely able to work with a variety of modalities.
6. Be able to explain how each modality can build on the others, including movement, visual arts, writing, song, and other expressions.
7. Develop skills in accessing one's own thoughts, emotions, intentions, and in solving personal problems—be familiar with blocks and obstacles to this deep work. Be able to help facilitate the process of others.
8. Develop group skills for sharing of personal work and related thoughts and feelings, to increase trust and empathy, and help individuals through tough places.
9. Compare these group settings to our usual social contexts, and articulate social issues for deeper mutual understanding and the ability to co-create.
10. Articulate theoretical underpinnings and future challenges for arts in the world.
11. Be able to propose a research project in arts and self-expression (whether the project will be attempted or not), showing an ability to approach this work and its potential through disciplined inquiry.
12. Be able to articulate one's own code of ethics for process work with arts in social and institutional settings. For expressive arts, this may relate to guidelines for IEATA, which will be studied and compared.

Community Health & Development

Certificate Program Lead: [Marc Pilisuk, Ph.D.](#)

Description

Communities from inner cities to rural farms are in crisis, often fragmented along ethnic and political lines or buffeted by global economic forces. Learn how to intervene effectively through public health, community based organizations, and education. This Certificate program is intended for students seeking work – or already employed – in public health, community-based organizations, or educational institutions, who seek additional skills for deploying and funding community-based tools. This Certificate program is also particularly germane for mental health practitioners who would like to connect “inner”

mental health concerns to broader social concerns such as violence, political marginalization, and the transformation of organizations.

In a world struggling to build functional communities, there is ample need for the type of teaching and learning that occurs in this Certificate. Students will learn to identify the spiritual, economic, political, and psychological frameworks that evoke the strengths of individuals, groups, and communities.

The Certificate provides students with the skills needed to build consensus about the goals and processes of building healthy communities. Finally, the Certificate will help students find their optimum place as a community activist, scholar, or practitioner.

Curriculum: The Certificate in Community Health and Development consists of four 3-credit courses, a 3-credit practicum, and a 1-credit integrative paper under the supervision of the Certificate director (16 credits total). Required Courses:

- TSC 6505: Healthy Communities
- TSC 6615: Overview of Transformative Social Change Interventions
- Choice of 2 TSC approved electives
- Practicum
- Integrative Paper/Seminar

Learning Objectives: Upon completion of this Certificate, students will:

- Be familiar with their community and any community-based health and development initiatives currently under way.
- Be familiar with various approaches to community intervention.
- Be able to design a community intervention that addresses a particular concern to students in their community.
- Be able to provide a critical analysis of community-based concerns.
- Be aware of their role in their community.
- Be aware of future professional directions.

COMPLEX TRAUMA & THE HEALING PROCESS

Certificate Leads: Benina Gould, PhD and Theopia Jackson, PhD

Sponsored by: Clinical Psychology and Transformative Social Change Degree Programs

Description

The impact of trauma on psychological and social wellbeing, while always having been a core aspect of psychology practice, has developed in its sophistication in the last two decades. There is now a recognition that chronic exposure to trauma—be it from combat, domestic violence, or other sources—can have a devastating effect on a person’s sense of self. As the leading academic institution for humanistic, existential, and transpersonal studies, Saybrook is the perfect stage for providing a unique

program to meet the rising need for humanistic and integrative education in dealing with trauma-related issues. While the courses in the certificate program will review traditional conceptualizations and approaches to complex trauma, it will emphasize alternative and creative understandings, including spiritual, somatic, and cultural perspectives. This is what makes Saybrook's Complex Trauma and Healing Processes Certificate program unique. Each course will provide a whole person-based, multicultural-sensitive training to practitioner-learners across the globe interested in a humanistic-existential-transpersonal perspective of trauma.

The Certificate is designed to address the gap in education surrounding traumatic stress and effective, innovative healing processes by offering a program for emerging scholars and practitioners. Our program integrates crucial humanistic understandings of the human condition while providing basic knowledge about the established foundations of trauma, and its intricate, complex, and often tragic impacts upon mind, body, spirit, and culture, with special attention to exploring both conventional and non-conventional healing processes. The curriculum and training also meets the growing interest among practitioners, students, and community members to learn more about the fundamentals of trauma integrated with the humanistic implications it has raised for research and practice in the United States and internationally. The curriculum and training provide students with a broad and rich understanding of trauma history, theory, research, practice, and cultural implications allowing for a pursuit of a specific area of interest. In addition, students are invited to collaborate with instructors in developing practical opportunities for unique field and research experiences and for scholarly publications, nationally and internationally.

Curriculum

- PSY 3171 Perspectives and Foundations of Traumatic Stress
- PSY 3172 Trauma: Mind, Body, & Spiritual Dynamics
- PSY 3177 Traumatic Stress within Cultures and the Self
- Choice of 2 Electives
 - PSY 3178 Implication of Trauma in Relationships
 - TSC 7115 Refugee Trauma and Resiliency
 - Other options in consultation with Certificate Lead
- Integrative Paper/Seminar

Learning Objectives: Upon completion of the Certificate, students will be able to...

1. Understand the foundational, historical, cultural, and humanistic perspectives of trauma; Evaluate established and emerging global and cultural theories of traumatic stress;
2. Gain skills and knowledge about empirically supported, evidence-based, practical, and humanistic approaches and non-conventional approaches to healing individuals and groups;
3. Recognize the empirical and subjective experiences of traumatic stress and expressions of trauma throughout the lifespan;
4. Understand the diversity and related implications of group and individual stress reactions to trauma across cultures;
5. Develop an understanding of the assessment process, ethics, and risk management of traumatic stress in practice.

6. Integrate concepts into practice for healing, research, and transformative social change

CREATIVITY STUDIES

Certificate Lead: Terri Goslin-Jones, PhD

Sponsored by: Creativity Studies Specialization

Description

A complex and fast changing world demands new and creative approaches to everything from corporate strategies to household chores. The importance of understanding and encouraging creativity has been widely recognized in many fields including education, business, healthcare, government, the arts, and science. There is a vital role for creativity studies in making the most of our self-awareness and furthering our human potential. The Certificate in Creativity Studies is designed to meet the growing interest in this topic. This Certificate will give students a broad understanding of creativity research and allow students and non-degree individuals to pursue specific areas of interest.

Curriculum

- Dimensions of Creativity
- Perspectives on Creativity
- Choice of 2 Electives directly related to creativity, drawing from Arts-Based Inquiry, Art and Healing, Introduction to Expressive Arts, Organizational Creativity, Personal Mythology and Dreamwork, Poetry and Holistic Health, or an independent study based on student interests
- Practicum/Project (Presentation during Saybrook Residential Conference)
- Integrative Paper/Seminar

Learning Objectives: Upon completion of the Certificate, students will be able to...

1. Delineate their own conceptions about creativity based on the literature and their own experience.
2. Discuss their individual creative process and factors that have stimulated or inhibited their creativity in the past.
3. Discuss potential factors (e.g., personal, social, transpersonal) that might encourage or discourage creativity.
4. Give examples of biological, psychological, and social factors that play a role in what society calls "creatives," and how creative one can be.
5. Explain differences between creativity in everyday life and eminent creativity.
6. Describe whether creativity has a distinctly different quality in different domains of activity (e.g., arts vs. sciences).
7. Demonstrate knowledge of ways in which questions of interest on creativity have been researched, including through qualitative and quantitative methods.
8. Explain several ways in which students might enhance creativity in their own particular area of interest at both the individual and societal level.
9. Teach basic information about creativity to individuals or groups.
10. Conduct a theoretical exploration of a particular area of creativity studies, and defend one's approach and conclusions.
11. Know how to create a peer group for sharing, support, or engaging in group creative activities.
12. Design, implement, and evaluate an application of what has been learned in a particular area.

13. Discover new and unexpected things about the nature of creativity and about oneself.
14. Take a creative risk and have some fun!

DEATH, LOSS, & MEANING

Certificate Leads: Ed Mendelowitz, Ph.D. and Robert Schmitt, Ph.D.

Sponsored by: Existential, Humanistic, and Transpersonal Psychology (EHTP), Consciousness, Spirituality, and Integrative Health (CSIH), and Creativity Studies (CS)

Description

The Death, Loss, and Meaning Certificate program takes a uniquely humanistic and interdisciplinary approach to the core themes that define it. It is intended to be much more than a training program designed to prepare individuals immersed through their professional work and careers in matters of death and loss, though this will surely figure prominently among the populations it will concretely serve. Death and loss are approached in their literal as well as symbolic elements, life transitions included. This Certificate program will attend to the interrelated nuances of individual, cultural, aesthetic, psycho-spiritual, and religious aspects of death, loss, and meaning while attending to themes relating to lived experience and the passage of time: poignancy, personal narrative, and meaning-making. Program flexibility allows for customization of individual courses of study so as to make possible multifarious aspects and focuses dependent upon personal interests, expectations, and intended career applications.

The Death, Loss, and Meaning Certificate has been uniquely designed with Saybrook's legacy and calling as a pillar of humanistic values and decorum pervasively in mind. This is a sensibility embracing the dignity and grandeur of life while simultaneously attending to its delimiting and tragic dimensions as well. "There is no sun without shadow," writes Albert Camus, "and it is essential to know the night." It is this conjoined feeling for perspective, vision, aesthetics, and character that will pervasively inform this Certificate program and serve as the wellspring to which it will regularly return. The largesse that inheres in the very best of humanistic psychology will both undergird and guide this multidimensional program, one enriched by an ongoing dialogue with the broader humanities – literature, art, film, music, philosophy, and religion. "The love of form," observes poet Louise Gluck, "is a love of endings."

Individuals in the healthcare field including nurses, nurse aids, physicians, and administrators routinely working with death and loss or who are in frequent contact with caregivers in these domains should find themselves also well-served by this Certificate program. Many spiritual and religious leaders, too, regularly engaged with individuals facing psychological or spiritual malaise associated with death and loss, are likely to find here much of personal and professional worth. The certificate is also relevant for individuals within these fields specializing in working with major life transitions, such as divorce and life adjustment relating to personal disabilities or the disabilities of family members. For each of these groups, this Death, Loss, and Meaning Certificate program seeks to sharpen awareness and deepen understanding, simultaneously broadening perspective and opening new vistas. "Transiency," as Rollo May once reflected, "is what makes care possible."

Curriculum: *(Choose 4 of 5 courses)*

- EHTP 3520 Multicultural Perspectives on Death and Loss
- EHTP 3615 Existential Psychology and Literature
- CSIH 3205 Spiritual Direction
- CS 3530 Death and Loss in Literature and Film
- CS 4535 The Use of Poetry with Death, Loss, and Life Transitions
- Practicum/Project (focus on 1 of the 3 co-sponsoring specializations)
- Integrative Paper/Seminar (focus on 1 of the 3 co-sponsoring specializations)

Learning Objectives: Upon completion of this Certificate, students will be able to...

1. Demonstrate an awareness of the psychological, physical, and spiritual/religious dimensions of death, loss, and life transitions.
2. Utilize knowledge about the physical, psychological, and spiritual/religious dimensions of death, loss, and life transitions in an applied setting.
3. Be able to articulate and utilize foundational existential and humanistic psychology applications relevant to issues of death, loss, and life transitions.
4. Demonstrate sensitivity to a diversity of perspectives on death and loss, including spiritual, religious, and cultural differences.
5. Work with issues of death, loss, life transitions, and meaning in an interdisciplinary context.
6. Demonstrate understanding of the way creative individuals examined the topics of death, loss, and life transitions in media including books, theater, movies, and television.

DREAM STUDIES

Certificate Leads: Stanley Krippner, Ph.D. and Jacquie Lewis, Ph.D.

Sponsored by: Consciousness, Spirituality, and Integrative Health (CSIH)

Description

One hundred years after Freud introduced the topic, we are still grappling with questions about dreams. What are they? What do they mean? How do we access them? In the years since the publication of Freud's seminal *Interpretation of Dreams* at the turn of the 20th century, dream work in Western society has slowly developed into an area of scholarly respect. With the formation of the International Association for the Study of Dreams (IASD) in the mid-1980s, clinicians, scholars, and the general public have gathered every year to celebrate the dream and try to understand its mysteries. Despite 50 postsecondary institutions offering dream courses in North America and Europe, there are very few Certificate or degree programs specifically devoted to dream studies. Saybrook was the first university to offer a graduate Certificate in Dream Studies that can be taken primarily through a distance format.

Despite this growing professional and public acceptance of the importance of dreaming and dreams, few psychologists obtain any formal training or certification of expertise. In fact, most clinicians enter their professional life with absolutely no such training and often feel frustrated or baffled when a client presents a dream in the therapeutic process. Psychology scholars are also usually poorly trained to understand and appreciate the richness that dream work has to offer their explorations of the human

condition. Increasingly, cognitive psychology and neuropsychology tell us that considerable human information processing occurs outside human awareness, yet what Freud called the “royal road to the unconsciousness” still remains too little investigated and understood. This Certificate program helps address this inequity. The Dream Studies Certificate gives students an understanding of dream research, practice, and personal meaning. If students are practicing therapists, the Certificate is an excellent way to supplement their training and enrich the quality of their therapeutic work.

Curriculum:

Required to attend at least one of the Dream Studies Certificate meetings, which are held in conjunction with Residential Conferences for the Department of Humanistic & Clinical Psychology.

- CSIH 3160 Personal Mythology and Dreamwork
- CSIH 3150 Neuropsychology of Dreams and Dreaming
- CS 3010 Arts-Based Inquiry
- CSIH 3165 Understanding and Appreciating Dreams
- Practicum/Project
- Integrative Paper/Seminar

Learning Objectives: Upon completion of the Certificate, students will be able to....

1. Appreciate the characteristics of the sleeping brain, the various stages of sleep, and the differences between rapid eye movement (REM) and non-rapid eye movement sleep.
2. Understand the major neuropsychological models of dreaming, highlight similarities and differences between these models, recognize how they explain the process of dreaming, and identify the data or arguments that support or contest each of them.
3. Explore the implications of an understanding of the physiology and neurochemistry of wakefulness, sleep, and dreaming for a range of associated phenomena.
4. Understand the concept of “personal mythology” and its relationship to dreams.
5. Become aware of one’s own guiding personal myths as expressed in dreams.
6. Understand Feinstein and Krippner’s 5-stage process to determine through dream work which of their personal myths are functional and adaptive, and which are dysfunctional and maladaptive.
7. Develop proficiency with methods that can be used to help a person explore the nature of his or her own personal mythology as expressed in dreams.
8. Understand how the personal mythology and dreams concept can be used for personal growth, counseling, and/or psychotherapy.
9. Understand the role of symbols and metaphors in dreams.
10. Appreciate the wide range of cultural differences in how the dream is understood.
11. Understand dreams from the perspective of a culture different from their own.
12. Become sensitive to anthropological uses of dreams in understanding the nature of culture.
13. Apply cross-cultural understandings of the dream to therapeutic settings.
14. Gain a thorough understanding of at least one method of dreamwork.
15. Be able to identify diverse applications for dreamwork in clinical and non-clinical settings.
16. Be able to identify populations in which dreamwork has been or can be used.

FOUNDATIONS of EXISTENTIAL-HUMANISTIC PRACTICE

Certificate Lead: Orah T. Krug, Ph.D.

Sponsored by: Existential, Humanistic, and Transpersonal Psychology (EHTP) Specialization, Clinical Psychology Degree Program, and the Existential-Humanistic Institute (EHI)

Description

Recent research places existential-humanistic therapy not on the fringe, but squarely at the center of psychological theory and practice. The Certificate program provides a foundational core that focuses on both theory and skill development. The theoretical part focuses on existential-humanistic therapy with an emphasis on two of its founders, Rollo May and James Bugental. An overarching assumption of existential-humanistic therapy is that the client's in-the-moment experience forms both the underlying and actual process in therapy. This assumption anchors the existential therapist in the principles of practice that focus on experience over explanation and process over content.

Learning Objectives: Upon completion of the Certificate, students will be able to...

1. Identify meaning-making processes unfolding in the present moment.
2. Illuminate these actual but often unrecognized processes by cultivating intra-psychic and interpersonal presence.
3. Develop a safe and intimate therapeutic relationship.
4. Recognize and work with existential life issues that may be present but disguised.
5. Recognize and work with transference and counter-transference issues within an existential framework.

Curriculum:

Note: Students without previous clinical training or not involved in a clinical psychology degree program at Saybrook may be eligible if they have a strong background in existential or humanistic therapy

- EHTP 2040 Existential Psychotherapies
- EHTP 6150 Existential Psychotherapies II: Rollo May and the Existential Tradition
- EHTP 2047 Existential Psychotherapies III: James Bugental and the Existential-Humanistic Tradition

Two experiential courses:

- EHTP 2045 Existential-Humanistic Therapy: Experiential I
- EHTP 2046 Existential-Humanistic Therapy: Experiential II

These two four-day experiential courses offer a total of 48 hours of skill development training.

- Integrative Paper/Seminar
- One year of personal therapy taken either before or during the year-long program is strongly recommended.

As an added bonus, students enrolled in the Certificate program will be able to:

- Attend the annual conference of the Existential-Humanistic Institute (EHI) at a reduced rate
- Receive an additional 12 hours of skill development training, specifically intended for Certificate program students
- There is no additional cost for Saybrook students, except added expenses for food and lodging for the additional days needed for the experiential courses at the Residential Conference.

If students are a current Saybrook student in good-standing, students should apply and register for this Certificate program at: <http://ehinstitute.org/ehi-saybrook-eh-psychology-therapy-certificate.html>. Complete and submit the application online. Once accepted to the program, students will receive the course registration information.

INTERNATIONAL PSYCHOLOGY

Certificate Leads: Louis Hoffman, Ph.D. and Mark Yang, Psy.D.

Sponsored by: Existential, Humanistic, Transpersonal Psychology (EHTP) Specialization and Transformative Social Change Degree Program

Description

This Certificate program is designed for individuals desiring to 1) expand their professional practice to include international contexts and settings, or 2) integrate an international framework and sensitivity into their current professional practice. The coursework design is flexible in order to allow students to develop knowledge and experience relevant to their professional interests and career path. The coursework in the International Psychology Certificate program exposes students to international perspectives in psychology as well as preparing students to do international work. Students will develop a wide array of personal and professional skills and knowledge relevant to international psychology including preparing and organizing international trips, ethical issues in international psychology, engaging in cross-cultural exchange, indigenous psychology and cultural sensitivity, providing professional presentations and training in an international context, and personal and group safety issues.

Career outcomes from this Certificate program primarily focus on expanding one's scope of practice. The Certificate program prepares students currently engaged in clinical work (including disaster and relief work), coaching, consulting, teaching, professional training, spiritual guidance, conflict resolution, social transformation, or peace psychology to expand their professional practice into an international context. Additionally, this Certificate program prepares individuals whose primary career objectives are working within the United States to gain some international experience to enrich their professional work and engage in international partnerships.

Curriculum

- EHTP 2065 International Psychology
- Choose 3 from the following:
 - CSIH 3070 Eastern Psychologies
 - CSIH 3215 The African Diaspora: African American Cultural History and Psychology
 - CSIH 4045 The Buddhist Path to Healing
 - CSIH 4530 Psychology, Religion, and Spirituality in their Cultural Contexts
 - CSIH 6560 Approaches to Socially Engaged Spirituality
 - EHTP 3075 The Life and Work of Alan Watts

EHTP 3520 Multicultural Perspectives on Death and Loss
TSC 6400 Ethics for Transformative Social Change: Thinking Like a Global Citizen
TSC 6550 Conflict Resolution Theory and Method
TSC 6585 The Human Right to Adequate Food
TSC 6590 Peace Studies
TSC 7085 Globalism and Power
TSC 7115 Refugee Trauma and Resiliency

AND

- Practicum/Project (For the practicum, students will participate in an international trip of a minimum of one-week in length focused on work relevant to international psychology (EHTP 2066: Practicum in International Psychology). This trip may involve participation in a group excursion organized by a Saybrook faculty member or may be organized separately with a faculty member providing guidance relevant to the trip activities. The practicum experience will include preparations for the trip, the international trip, and debriefing of the trip after returning. Students are expected to provide their own funding for the trip.)
- Integrative Paper/Seminar

Learning Objectives: Upon completion of this Certificate, students will be able to:

1. Critique mainstream Western psychology from international perspectives.
2. Integrate international perspectives into their local professional practice.
3. Identify and consider ethical issues relevant to the practice of international psychology.
4. Engage in the practice of international psychology in a culturally sensitive manner.
5. Prepare for and engage in trips relevant to international psychology.

MULTICULTURAL PSYCHOLOGY CERTIFICATE

Certificate Program Lead: Zonya Johnson, PhD

Sponsored by: Clinical Psychology Degree Program

Description

We live in an increasingly multicultural environment, both in the United States and in the larger global community. Appreciating the complex and fascinating cultural variables at play in human interactions is critical for effective communication between individuals with differing worldviews. We are immersed in our own culture, and tend to be unaware of our values and their impact on others until challenged to understand alternative perspectives. Studying multicultural psychology allows us to make a commitment to understanding the wide variation in cultural values, histories, worldviews, and expectations, so that we are not left to interpret the behavior of others exclusively through the prism of our own culture.

This program will help professionals, community activists, and paraprofessionals develop a multicultural perspective that is fully appreciative of the cultural diversity that exists within a pluralistic society. The coursework for this certificate is grounded in a global perspective. It is informed by the humanistic stance that has been nurtured at Saybrook and by an emphasis upon change and

social justice. Broadening our perspective can dramatically affect our interactions with others and improve our ability to be effective educators, therapists, counselors, business people, or health care providers. This certificate can enhance one's ability to develop effective assessment tools, training programs, clinical and community interventions, and government policy.

Learning Objectives: Upon completion of this Certificate, students will be able to:

1. Describe their own and other cultural perspectives and implications for practice and scholarship
2. Develop knowledge of unfamiliar groups and how one's values affect this learning process
3. Delve deeply into the complex study of culture, ethnicity, social justice, gender, race, health disparities, and socioeconomic issues (intersectionality) and their relationship to practice
4. Critically consider the implications and application of multiculturalism

Curriculum

- PSY 6010 The Psychology of Multiculturalism in North America
- Choose 4 from the following:
 - CSIH 4530 Psychology, Religion, and Spirituality in their Cultural Contexts
 - CSIH 3215 The African Diaspora: African American Cultural History and Psychology
 - TSC 6520 Gender and Society
 - TSC 6620 Psychology of Disability, Rehabilitation, and Empowerment
 - TSC 6570 Race, Class, and Gender in American Society
- Integrative Paper/Seminar

ORGANIZATIONAL LEADERSHIP AND TRANSFORMATION

Certificate Program Lead: Charles Piazza, PhD

Sponsored by: Organizational Systems Degree Program

Description

LEADING ORGANIZATIONAL TRANSFORMATION: BECOMING A CHANGE AGENT

Organizations are made up of people, but they rarely change and adapt as well as people do. Leading organizational transformation requires an understanding of the nature of transformation, personal experience of transformation, the ability for authentic leadership, and knowledge of organizational culture, systems, and processes that support change. The Leading Organizational Transformation certificate provides the learner with the opportunity to develop organizational systems knowledge and practical skills needed to be an effective leader and change agent in whatever professional setting he or she chooses. Students develop the practical skills to understand organizational cultures and teach organizations large and small how to adapt in positive ways.

Learning Objectives

Upon completing this certificate, students will:

- Understand the breadth and depth of transformational change,
- Be able to evaluate critically existing theories and models of organizational transformation,
- Be able to work with some of the tools, techniques, and practices now available,
- Have an enhanced capacity to guide successful transformation efforts,
- Appreciate the cultural, ethical, and psychological aspects of transformation and be able to apply one's work with compassion and respect.

- **Curriculum**

The certificate in Leading Organizational Transformation consists of four three credit courses, a three-credit practicum, and a one-credit integrative paper.

Required Courses:

1. ORG 7032 Dealing with Complexity: The Foundations of Systems Thinking
2. ORG 7070 Leading Organizational Transformation
3. ORG 7076 Self and Organization: Cultivating the "Spirit" in Organizations
4. ORG 7096 Organizational Culture and Cross-Cultural Management

Learning/Teaching Approach

Once you have enrolled in the certificate program in Leading Organizational Transformation, please contact the certificate director to develop a plan based on your area of interest. Students will then work through the courses, using the learning guides available on the Saybrook online learning platform, and selecting instructors that best complement their learning goals.

Peace & Conflict Resolution

Certificate Program Lead: [Marc Pilisuk, Ph.D.](#)

Description

In a historically troubled world, peace does not happen by accident; it takes the effort of many people working together to resolve deep-rooted conflicts. The past century left a legacy of violent international conflict, genocidal wars, massive casualties among civilians and soldiers, the dislocation of people, and the usurpation of resources for destruction. The new century has so far continued that destructive force and the danger of destroying all life as we know it. Conflicts may be inevitable and may sometimes be a force for constructive change, but only if we are able to understand and to affect the causes of violence and the potential of non-violent efforts for resolving them.

Many of the founders of humanistic psychology and, indeed, many of the Saybrook faculty, have recognized the futility of seeking fulfillment of human potential without attending to the destructive forces that preclude its development and understanding what we can do to build a culture of peace. This internationally-focused Certificate program is designed to provide information and skills for individuals seeking an understanding of issues related to peace and conflict and who wish to work in a variety of settings for peace building, conflict resolution, and assistance to victims of violence and displacement. This Certificate provides students with the social science knowledge about violent conflict and about the requirements for peace. It introduces some of the practical skills needed to be effective in conflict resolution and to be a peace practitioner.

Curriculum: The Certificate program in Peace and Conflict Resolution consists of four 3-credit courses, a 3-credit practicum, and a 1-credit integrative paper for a total of 16 credits. Required Courses:

- TSC 6590: Peace Studies
- TSC 6550: Conflict Resolution Theory and Methods
- TSC 7085: Globalism and Power
- 1 approved elective agreed upon in advance with the Certificate Director.
- Practicum
- Integrative Paper/Seminar

Learning Objectives: Upon completing this Certificate program, students will:

- Understand the breadth and depth of contemporary global challenges to a world at peace.
- Be able to evaluate existing theories and models of alternative dispute resolution, including mediation.
- Be able to work with some of the tools, techniques, and practices now available to peace practitioners.
- Be more skilled and knowledgeable about one or more areas of practical application, such as teaching about peace, promoting non-violent resolutions of conflict, and assisting those who have been displaced or otherwise harmed by war.
- Appreciate the cultural, ethical, political, economic, and psychological aspects of violent conflict and of its alternatives.

PROFESSIONAL STUDIES in PSYCHOPHYSIOLOGY

Certificate Lead: Richard Sherman, Ph.D.

Sponsored by: Psychophysiology (PH) Specialization

Description

Psychophysiology is the branch of psychology centering on the physiological bases of human psychological processes. It is the study of the biological bases of behavior among humans. Applied psychophysiology focuses on the amelioration/treatment and prevention of disease, as well as creation of optimal functioning patterns in education, sports, and business through teaching people techniques for recognizing and correcting abnormal physiological levels of function and responses. Our clinical concentration or practice focuses on the amelioration / treatment and prevention of disease through teaching people techniques for recognizing and correcting abnormal physiological levels of function and responses. Our non-clinical concentration focuses on teaching clients to function optimally in such environments as the work place, sports, and school. The field has a long history of making major contributions to education and healthcare in both treatment and prevention arenas. For instance, relaxation techniques are widely recognized as being effective in both the treatment and prevention of headaches.

Students who wish to meet the standards for certification by the Biofeedback Certification International Alliance (BCIA) must take the one credit biofeedback lab corresponding to the type of biofeedback in which they wish to be certified (PH510B for general BFB or PH527B for neurofeedback). They must have a college level course in anatomy and physiology. Participants who do not have such a course can take

our 3 credit A&P course (PH507) as it is designed specifically for people who need A&P to provide behavioral interventions. They may also wish to meet the mentoring requirement by taking our 3 credit mentoring course. Different versions of the course are available depending on whether the participant is interested in certification in general biofeedback, EEG biofeedback (neurofeedback), or pelvic floor disorders biofeedback. Students taking the mentoring course must have access to an appropriate biofeedback device and be available to work with the instructor for a minimum of one hour per week via the web based program “go to meeting”. After taking the six credits of core coursework, students have nine credits to use. Participants can take any course offered by the Psychophysiology Specialization (with concurrence by the Specialization Lead).

Curriculum

- PH 505 Biological basis of behavior (Introduction to psychophysiology)
- PH 510 A General biofeedback lecture (psychophysiological assessment and intervention)
- Choose 3 Electives (in consultation with specialization lead)
- Integrative Paper/Seminar

Students who have already taken a course equivalent to either of the above may substitute any of the psychophysiology specialization courses for the one already taken in consultation with the Certificate Lead.

Learning Objectives: Upon completion of this Certificate, students will be able to:

1. Perform basic psychophysiological assessments.
2. Associate common behaviors with underlying factors such as genetics, hormones, and physiology.
3. Perform basic psychophysiological based interventions to enhance optimal performance.
4. Recognize the variety of psychophysiological interventions.

SOCIALLY ENGAGED SPIRITUALITY

Certificate Leads: Joel Federman, Ph.D. and Louis Hoffman, Ph.D.

Sponsored by: Consciousness, Spirituality, and Integrative Health (CSIH) Specialization and Transformative Social Change Degree Program

Description

This Certificate program involves the interconnection of study, spiritual practice, engagement in the world, personal reflection, social analysis, and practical training. Students from any approach to spirituality are welcome. Students study varied traditions and ways of articulating socially engaged spirituality, such as the nonviolence of Gandhi, King, and Aung San Suu Kyi; the activism of Christian liberation theology; the Jewish prophetic tradition and the life of Jesus; socially engaged Buddhism; indigenous approaches; and contemporary spiritually-based approaches to feminism and ecology, among others. Students link this study with their own spiritual practice and engagement in the world, and to experiential training in such areas as nonviolent action, contemplative practice, ritual, multiculturalism, and ecological awareness.

Curriculum

- CSIH 6560 Approaches to Social Engaged Spirituality

- TSC 6610 Social System Transformation Theory
- TSC 6510 Theory and Practice of Nonviolence
- Choose 1 from the following
 - TSC 6500 Ecological Psychology
 - PSY 6010 The Psychology of Multicultural in North America
 - TSC 6505 Healthy Communities
 - TSC 7085 Globalism and Power
 - TSC 6590 Peace Studies
- Practicum/Project
- Integrative Paper

Course substitutions must be agreed upon in advance with a Certificate director.

Learning Objectives: Upon completing this Certificate, students will be able to...

1. Understand a variety of spiritual approaches to engaged social, political, and environmental activism.
2. Be able to evaluate existing theories and strategies of nonviolent social change.
3. Develop a critical understanding of the relationship between religious and spiritual philosophical approaches and their socio-political implications.
4. Develop a critical awareness of the risks associated with ideological adherence to various religious and spiritual points of view, and an appreciation for a diversity of such viewpoints.
5. Be able to apply multiple theories, models, and strategies of nonviolent social change and socially engaged spirituality to real-world contexts.

STRESS MANAGEMENT EDUCATION

Certificate Lead: Eric K. Willmarth, Ph.D.

Sponsored by: Consciousness, Spirituality, and Integrative Health (CSIH)

Description

This Certificate program is designed to prepare individuals to become consultants, coaches, or instructors in the broad field of Stress Management and allows each student to “custom design” his or her own course of study by combining core required courses with selections from among a host of elective offerings. Although “stress management” is a term that permeates our culture, stress continues to be a primary factor in the degrading of both physical and psychological health worldwide. Participants in this Certificate program will use a uniquely humanistic approach to explore the physical, psychological, cultural, and spiritual impact of stress management by studying approaches as diverse as biofeedback and hypnosis, music and art, dance, prayer, diet, and nutrition. The objective of the Certificate is not only to learn about the many stress management options but to learn to teach these skills to others. Students will develop a portfolio of tools for this worthwhile mission.

Curriculum:

Certificate also include on-site instruction at the spring and/or fall Residential Conferences. Students are encouraged to discuss their proposed course selections with the Certificate Director prior to RC attendance.

- Stress Management Education
- Essential Consulting Skills.
- Choose 2 Electives

CSIH 4030: Psychophysiology for Health

CSIH 4045: The Buddhist Path of Healing

CSIH 4050: Health Psychology

CSIH 4101: Basic Hypnosis

CSIH 4105: Essentials of Biofeedback

CSIH 4110: Coaching for Health and Wellness

CSIH 4115: Imagery for Health

CSIH 5656: Music, Health, and Healing (Project X Course)

TSC 4020: Relationships in Health and Healing Practice

TSC 7115: Refugee Trauma and Resiliency

CS 4520: Art and Healing

- Practicum/Project
- Integrative Paper

Learning Objectives: After completing this Certificate program, students will be able to:

1. Identify multiple modalities for stress management intervention
2. Develop a portfolio of tools for stress management education
3. Discuss the cultural impact of stress and stress management
4. Use mind, body and spirit concepts in designing individual stress management plans
5. Articulate stress management concepts at a level consistent with the target population
6. Implement both group and individual approaches to teaching stress management skills
7. Demonstrate specific skill sets related to the treatment of stress-related disorders
8. Demonstrate the ability to design and implement a program for stress management consultation.

TRANSPERSONAL PSYCHOLOGY

Certificate Leads: Bob Schmitt, Ph.D. and Dan Gaylinn, Ph.D.

Sponsored by: Consciousness, Spirituality, and Integrative Health (CSIH) and Existential, Humanistic, and Transpersonal Psychology (EHTP)

Description

Transpersonal Psychology has been defined as “a transformative psychology of the whole person in intimate relationship with an interconnected and evolving world; it pays special attention to the self-expansive states as well as to spiritual, mystical, and other exceptional human experiences that gain meaning in such a context” (Hartelius, Rothe, & Roy, 2013, p. 14). The Certificate in Transpersonal Psychology is designed for individuals desiring to 1) expand their professional practice to include transpersonal methods and understandings, or 2) integrate a transpersonal awareness and understanding into their current practice. The coursework design is flexible in order to enable students to develop knowledge and experience relevant to their own professional interests and career path.

The coursework in the Transpersonal Psychology Certificate program exposes students to a range of transpersonal perspectives in psychology as well as preparing students to work in the field. Students will develop a variety of personal and professional skills and knowledge relevant to transpersonal psychology including transpersonal approaches to therapy, coaching, and consulting; spiritual direction and guidance; transpersonal approaches to teaching and learning; qualitative research design methods that support an epistemology that values alternative ways of acquiring knowledge (e.g., integral inquiry, intuitive inquiry, transpersonal phenomenological inquiry, organic research, etc.); and providing professional transpersonal presentations and training.

Career outcomes from this Certificate primarily focus on expanding one's scope of practice. The Certificate prepares students currently engaged in clinical work, coaching, consulting, teaching, professional training, spiritual guidance, conflict resolution, crisis intervention, social transformation, or peace psychology to expand their professional practice to include transpersonal understanding and awareness. Additionally, this Certificate prepares individuals whose primary career objectives include working to enrich their professional work and engage in raising individual and collective awareness of the transpersonal.

Description: The Certificate consists of completing one required course (EHTP 3510: Foundations of Transpersonal Psychology and Psychotherapy), three elective courses relevant to transpersonal psychology, a 3-credit practicum in transpersonal psychology, and a 1-credit integrative seminar. For the elective courses, students must choose three of the following courses:

- EHTP 3510 Foundations of Transpersonal Psychology and Psychotherapy
- Choose 3 Electives

CSIH 3000: Psychology of Consciousness

CSIH 3040: Models of Consciousness

EHTP 3080: C. G Jung: His Life, His Works, and Contemporary Perspectives in Analytic Psychology

CSIH 3080: Psychology of Shamanism

CSIH 3200: Seminar in Consciousness, Spirituality, and Integrative Health

CSIH 3205: Spiritual Direction

CSIH 4350: Psychology, Religion, and Spirituality in their Cultural Contexts

EHTP 3605: The Kabbalah and Transpersonal Psychology

EHTP 3610: Transpersonal Neuroscience

- Practicum/Project
- Integrative Seminar

Learning Objectives: Upon completion of this Certificate, students will be able to:

1. Clearly identify the historical roots and definition of transpersonal psychology;
2. Identify the theoretical and research foundations of transpersonal psychology;
3. Identify ways that transpersonal psychology compliments and critiques mainstream approaches to psychology; and
4. Apply transpersonal psychology theory and research within their chosen professional field (i.e., research, therapy, consulting, spiritual direction, etc.).

College of Integrative Medicine and Health Sciences

Join the Integrative Healthcare Revolution

The *College of Integrative Medicine and Health Sciences* offers graduate degrees and certificate programs in Mind-Body Medicine and Integrative and Functional Nutrition. The College is dedicated to a holistic, humanistic, and person-centered approach to healthcare and mental healthcare.

Today the general public is seeking a renewed healthcare system that is:

- dedicated to the care of the whole person, body, mind, and spirit;
- focused on life-style change and the acquisition of self-care skills;
- dedicated to pursuing higher level wellness, versus solely treating illness; and
- attuned to enhancing the individual's quality of life.

The master's degrees and doctoral specializations in the College of Integrative Medicine and Health Sciences (CIMHS) offer a comprehensive and transformational education in the approaches to integrative medicine that are becoming increasingly central to conventional healthcare. The PhD specializations include healthcare systems, practice, research, and integrative mental health. The various specializations are designed to prepare students for opportunities to practice, consult, teach, and research within the integrative healthcare field.

CIMHS is dedicated to the mission of transforming healthcare by emphasizing self-care practices and life style change, conducive to higher levels of health and well-being. The academic programs combine a cutting-edge curriculum with university-wide emphasis on student-centered learning. Throughout the curriculum, students will learn from dedicated CIMHS faculty. Several faculty are world-renowned scholar practitioners who edit industry publications, lead professional associations, direct community health centers, conduct research, and develop protocols for treatments that support and complement those based on conventional, Western medicine.

CIMHS programs are designed for professionals in a variety of career fields who wish to enhance and expand their skills or pursue research in health and wellness. With this transformative education, students in the program will learn about mind-body skills, biofeedback and hypnosis, nutrition, health and wellness coaching, counseling, holistic health, chronic pain management, and the integrative healthcare system. This knowledge will prepare students to:

- Apply humanistically informed research, practice, and education.
- Develop an approach that emphasizes higher levels of health and wellness.
- Understand the mind, body, spirit connection, and its role in health and disease.
- Display innovative methods that stretch disciplinary and paradigmatic boundaries.
- Cultivate a multicultural sensitivity toward diverse healthcare practices.

- Acquire an understanding and mastery of applied research competencies that supports improvement and nurtures change in the healthcare field.

The accredited, hands-on graduate degrees in Mind-Body Medicine and Integrative and Functional Nutrition are part of the fastest growing, most exciting, areas of healthcare.

Hybrid Learning Model

The majority of the coursework is conducted online and at a distance, so students can live and work anywhere in the world as they engage with CIMHS faculty and peers. All classes include weekly online discussion forums, at least two videoconferences, and written assignments. In addition, there are two residential conferences per year.

Courses for graduate degrees in the CIMHS are offered during three semesters each year: fall, spring, and summer. Fall and spring semesters each have two 8-week terms (A and B); the summer semester has only one 8 week-term.

New students, starting in either fall or spring semesters are required to attend a one-time online New Student Orientation (NSO) session. During the session, new students will be introduced to the College's faculty, staff, and current students. The faculty will describe how to manage distance learning technology, review academic expectations, and discuss requirements for the initial term.

Residential Conference Requirements for the CIMHS Programs

The fall and spring semesters begin with a five-day Residential Conference (RC). The dates of the NSO sessions and residential conferences appear in the College's academic calendar. The number of RCs required for each student vary by degree program.

Both the MS and the PhD degree programs include an experiential "mind-body-spirit integration seminar," during the first residential conference. This seminar is built into specific CIMHS course requirements in each of the MS and PhD degree programs and specializations, and is conducted onsite during the residential conferences.

MS in Integrative and Functional Nutrition

Integrative and Functional Nutrition – The Intersection of Food and Health

Saybrook's Master's of Science degree in Integrative and Functional Nutrition is dedicated to educating the next generation of nutritional professionals. Graduates of this master's degree will utilize evidence-based nutritional science, advanced therapeutic approaches, and patient-centered care to comprehensively address conditions ranging from obesity and high blood pressure, to depression and chronic pain.

Practitioners of integrative and functional nutrition recognize how physical health is influenced by biological, environmental, behavioral, and emotional factors. They apply knowledge from biological and

nutritional sciences to the results from comprehensive nutritional assessment techniques to inform nutritional diagnoses and develop personalized nutrition therapies to help their patients achieve optimal health and vitality. Declining global health dictates a greater need for well-trained, competent nutrition practitioners across health care settings. This need is not being met by current educational models. Thus, CIMHS has created a master's degree in integrative and functional nutrition to prepare future nutrition leaders in the health field. With courses that study nutritional biochemistry and physiology, functional nutrition assessment methodologies, integrative nutritional therapies, and health coaching, along with a 100-hour professional practicum, this program equips its students with cutting-edge knowledge, skills, and competencies to be professional nutrition practitioners addressing world-wide health concerns at the individual level.

Students enrolled in the nutrition program will have access to the faculty and courses throughout the College of Integrative Medicine and Health Sciences. The experienced researchers and practitioners on the faculty are committed to helping students achieve their professional and personal goals through mentoring, teaching, and supervision.

Admissions Requirements

Applicants for this Master's of Science degree in Integrative and Functional Nutrition must:

- 1) Have a Bachelor's degree from an accredited University, with a 3.0 or better GPA (with a B minimum in sciences);
- 2) Provide transcript evidence of college-level science courses, including General Biochemistry and Anatomy and Physiology. Students lacking these courses may be admitted and will take these basic sciences courses as part of their Saybrook program plan.

Degree Requirements

Saybrook's Integrative and Functional Nutrition degree program requires 41 credits for those students entering with basic sciences, and 44-47 credits for those lacking one or both basic sciences. The degree program includes one five day in-person residential conference. No thesis or project is required. With the exception of the residential conference, coursework is conducted in an online learning environment, supplemented by video conferences with instructors. The expected length of this program is 21 months with no summer break.

MS in Integrative and Functional Nutrition Requirements

Course Credits

Course	Credits
MBM 1009 Information Competency and Research Skills	3
MBM 5511 Graduate Colloquium I	1
MBM 5540 Fundamentals of Research	3

MBM 5611 Therapeutic Diet and Menu Planning	3
Choose One: MBM 5628 Evidence-Based Coaching or an Elective	3
MBM 5670 Foundations of Integrative and Functional Nutrition	3
MBM 5691 Advanced Nutritional Biochemistry -- Macronutrients	3
MBM 5673 Integrative Approaches to the Digestive System	3
MBM 5692 Advanced Nutritional Biochemistry -- Micronutrients	3
MBM 5676 Dietary Supplements and Herbal Medicine	3
MBM 5677 Integrative and Functional Nutrition: Therapeutics	3
MBM 5678 Advanced Nutrition and Physiology	3
MBM 5679 Practicum in Integrative and Functional Nutrition	1
MBM 5680 Capstone Seminar in Integrative and Functional Nutrition	3
MBM 5694 Nutrition-Focused Physical Exam	3
MBM 5704 Anatomy and Physiology (student may transfer in this course)	3
MBM 5703 General Biochemistry (student may transfer in this course)	3
TOTAL CREDITS INCLUDING BASIC SCIENCES	47
TOTAL CREDITS WITHOUT BASIC SCIENCES	41

Degree Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

NOTES:

The degree completion time for a student following the default course sequence will average 21 months to two years. Some students may complete degree requirements sooner and some may take longer to complete this degree. Those students incorporating basic sciences into their course plan will require longer to complete the degree.

Students who demonstrate equivalent professional learning to waive a required course(s) will be able to take elective course(s) in place of the waived course(s). Available electives will be discussed with your mentor in your first term of enrollment. Students may also choose an elective from the required courses in other specializations.

This is a structured cohort program; the sequence of courses is different for students who start in the fall than for students who start in the spring. Your specific course sequence will be discussed with your program director mentor and mentor during your Graduate Colloquium I course in your first semester of enrollment.

Graduates of the MS in Integrative and Functional Nutrition are eligible to apply to the PhD program in Mind-Body Medicine, and may transfer in up to 21 credits from their master's degree.

Learning and Career Outcomes

The Master's of Science Degree program in Integrative and Functional Nutrition at Saybrook University prepares its students to practice advanced integrative and functional nutrition therapies, as well as introduce mind-body skills, mindfulness and meditation practices, and other integrative healthcare approaches into their practice. Additionally, this degree prepares individuals for advanced doctoral level studies in nutrition or other health care-related professions.

Saybrook University's Masters of Integrative and Functional Nutrition degree program is designed to fulfill the current academic requirements for the Certified Nutrition Specialist (CNS). The Board for Certification of Nutrition Specialists (BCNS) requires a graduate degree in the field of nutrition from a regionally accredited university, specific coursework, and 1000 hours of supervised experience. BCNS reviews each candidate individually, including current course descriptions, transcripts and experience to determine eligibility. To learn more about becoming a CNS, see nutritionspecialist.org

In addition, the program fulfills the current core academic requirements in science and nutrition for the Clinical Nutrition Certification Board (CNCB) and Certified Clinical Nutritionist (CCN) credential. The CNCB reviews course descriptions, applicant's transcripts, and academic programs to determine eligibility for the CCN examination. To learn more about becoming a CCN, see www.cncb.org
The Master's in Integrative and Functional Nutrition degree program does not lead to eligibility for the Registered Dietitian Nutritionist (RDN®) credential.

Depending upon the state's credentialing requirements graduates may consider careers in:

- Integrative medical centers, hospitals, long-term or extended care facilities, outpatient facilities, and other clinical care facilities.
- Prevention and wellness education programs for obesity, diabetes, cardiovascular disease, digestive diseases, allergies, and other conditions.

- Medical spas, yoga and wellness centers, culinary institutes, schools, prisons, restaurants and corporate cafeterias.
- Corporate wellness programs.
- Sports medicine and wellness facilities.
- Community and public health clinics and community-oriented primary care.
- Natural products and dietary supplement industries.
- Private practice medical clinics.
- Independent consulting and practice.
- Public health and policy organizations.
- Research and development.
- Nutrition, science, medical writing/journalism (non-technical, technical).

Prospective students who are interested in taking courses within the Integrative and Functional Nutrition program at Saybrook, yet do not wish to undertake a master's degree are encouraged to review the Certificate options described later in this catalog.

MS in Mind-Body Medicine

As the healthcare system continues to evolve, many practitioners, educators, and prospective students are seeking out graduate level education and advanced training in integrative health care practices. The CIMHS offers an accredited Master's of Science degree program in Mind-Body Medicine for individuals who are licensed practitioners, mid-career professionals, or recent bachelor graduates who are interested in expanding their treatment modalities, or preparing to transition into a new career pathway.

While enrolled in the 41-credit Master's of Science degree program, students learn about the research and gain the knowledge and skills that will enable them to apply integrative medicine approaches within a private practice, organization, or community setting. In addition, students have the opportunity to incorporate additional classes to earn a certificate in biofeedback, clinical hypnosis, integrative wellness coaching, and integrative and functional nutrition. These certificate programs are recognized by professional credentialing organizations such as the Biofeedback Certification International Alliance (BCIA), the American Society of Clinical Hypnosis (ASCH), and the International Coach Federation (ICF), and National Consortium for Credentialing Health and Wellness Coaches (NCCHWC).

Requirements

Students entering the MS degree in Mind-Body Medicine must have completed an undergraduate degree from a regionally- accredited college or university prior to enrollment. The MS MBM degree requirements include a minimum of 41 credits. Credits are earned by completing Saybrook University required and elective courses.

By approval, Saybrook may accept up to three transfer credits into the Master's of Science degree in Mind-Body Medicine from other regionally-accredited colleges and universities prior to entrance. Transfer credits are applied to the required number of elective credits or required courses for degree completion as approved by the Registrar. Three transfer credits may be accepted to fulfill one three-credit elective course requirement for the degree program.

These credits must be suitable for transfer to the intended degree as determined by the Dean and Registrar. For further details regarding transfer credit policies, consult the Institutional Transfer Credit Guidelines section of the University Catalog.

MS in Mind-Body Medicine Requirements

Course	Credits
MBM 1009 Information Competency and Research Skills	3
MBM 5500 Ethics in Healthcare	3
MBM 5511 Graduate Colloquium I	1
MBM 5512 Graduate Colloquium II	1
MBM 5510 Imagery for Health	3
MBM 5540 Fundamentals of Research	3
MBM 5600 Mind-Body Medicine: Overview	3
MBM 5690 Complementary and Integrative Medicine	3
MBM 5615 Movement, Exercise, and Health	3
MBM 5628 Evidence-Based Coaching	3
MBM 5640 Psychophysiology	3
<i>Choose one</i>	
MBM 5620 Basic Training and Education in Hypnosis OR	3
MBM 5622 Basic Training and Education in Biofeedback	
MBM 5588 MS Capstone Seminar	3
Elective Credits Included	6
TOTAL CREDITS (Years 1-2)	41

Degree Requirements for 2016-2017 Academic Year were approved by the CIMHS Degree Program Committee.

NOTES:

- The degree completion time for a student following the default course sequence will average between 2 to 3 years. Some students may complete degree requirements in fewer terms and some may require more terms to complete the degree.
- A listing of acceptable CIMHS courses and electives is available in the University Catalog. Students may also choose an elective from the required courses in other specializations and degree programs.

This is a structured cohort program and the sequence of courses is different for students who start in the fall than for students who start in the spring.

Learning and Career Outcomes

What you can do with a Master's of Science in Mind-Body Medicine

All the specializations in Mind-Body Medicine support career and professional goals across a broad spectrum of integrative healthcare occupations. The master's degree is ideal for individuals engaged in private practice or employed in a variety of organizational environments who are interested in health and wellness coaching, serve as health educators teaching self-care concepts, or are interested applying holistic health principles in a variety of organizational settings. Students receive a comprehensive overview of the integrative healthcare field combined with core skills training. Graduates of the MS in MBM program are working in:

- Medical spas, yoga and wellness centers
- Sports medicine and corporate wellness programs
- Community and public health clinics and community-oriented primary care
- Private practice medical clinics
- Independent consulting and practice
- Nutrition, science, medical writing/journalism (non-technical, technical)

PhD in Mind-Body Medicine: Healthcare Practice Specialization

Transforming the Practice of Healthcare

Integrative medicine represents a new level of intellectual breadth and personal depth in healthcare. It requires training that emphasizes treating the patient as a whole person, rather than as a set of symptoms, and working with the mind and spirit as well as the body. The Healthcare Practice Specialization for the doctoral degree in Mind-Body Medicine gives currently licensed and aspiring holistic health professionals, expert knowledge in their field. This specialization also prepares graduates to work in integrative health and wellness coaching, wellness education, health promotion, and stress management services.

Requirements

Specialization in Healthcare Practice

Designed for licensed health care professionals and individuals pursuing careers in health coaching and wellness education, this curriculum involves extensive evidence-based research to support a comprehensive range of mind-body skills used in the field of integrative medicine.

Requirements Overview

Students entering the Mind-Body Medicine doctoral program must have completed a master's degree from a regionally accredited college or university prior to enrollment. Doctoral students must complete a minimum of 83 credits. Credits are earned by completing CIMHS courses.

Students receiving a master's degree in Mind-Body Medicine from Saybrook who are admitted into the doctoral degree in Mind-Body Medicine can generally transfer these credits into their PhD program. These students must fulfill the doctoral degree requirements not completed at the master's level, including the remaining required courses and the dissertation or project. Meeting the doctoral requirements will include completing additional credits of doctoral coursework plus the dissertation or project, for a minimum total of 83 credits. Under some circumstances, additional courses required may total more than 83 credits.

For further information on admission into the PhD Mind-Body Medicine program after completion of the M.S. Mind-Body Medicine degree, contact the Saybrook Admissions Department. Some credits from a master's degree earned in other programs at Saybrook may also be transferable into the doctoral degree program. Contact an academic advisor for additional information.

Note, this program is not a clinical psychology program. However, it can offer more flexibility in program planning to those wishing to enhance and further develop their clinical knowledge and expertise, but who do not intend to use the degree to qualify for licensure.

Doctor of Philosophy (PhD) in Mind-Body Medicine Practice Specialization Requirements

Course	Credits
MBM 1009 Information Competency and Research Skills	3
MBM 5500 Ethics in Healthcare	3
MBM 5511 Graduate Colloquium I	1
MBM 5512 Graduate Colloquium II	1
MBM 5510 Imagery for Health	3
MBM 5540 Fundamentals of Research	3

MBM 5557 Advanced Research Methods	3
MBM 5584 MBM PhD Professional Seminar	3
MBM 5586 PhD Practicum	3
MBM 5600 Mind-Body Medicine: Overview	3
MBM 5615 Movement, Exercise, and Health	3
MBM 5628 Evidence-Based Coaching	3
MBM 5640 Psychophysiology	3
MBM 5645 The Human Energy Field and Energy Medicine	3
MBM 5690 Complementary and Integrative Medicine	3
MBM 5555 Doctoral Research Pilot Study 3 CR	3
MBM 5553 Quantitative Research Overview OR MBM 5556 Qualitative Research Overview	3
MBM 5620 Basic Training and Education in Hypnosis OR MBM 5622 Basic Training and Education in Biofeedback	3
MBM 5625 Intermediate Training and Education in Hypnosis OR MBM 5627 Intermediate Training and Education in Biofeedback OR MBM 5632 Intermediate Coaching	3
MBM 5635 Spirituality and Health OR MBM 5655 Mindfulness and Meditation in Health	3
MBM 9501 PhD Dissertation Proposal *	3
MBM 9601 PhD Dissertation Research *	3

Elective Credits Included	21
TOTAL CREDITS (Years 1-4)	83

** (Note: Students will remain enrolled in this course each term during culminating phase until completion.)*

Degree Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

NOTES:

- The degree completion time for a student following the default course sequence will average between 5 ½ to 6 ½ years. Some students may complete degree requirements in fewer terms and some may require more terms to complete the degree.
- A listing of acceptable CIMHS courses and electives is available in the Saybrook Catalog. Students may also choose an elective from the required courses in other specializations.

- This is a structured cohort program and the sequence of courses is different for students who start in the fall than for students who start in the spring.

Learning and Career Outcomes

What you can do with a PhD in Mind-Body Medicine, with a Healthcare Practice Specialization?

Licensed healthcare professionals who complete this degree will strengthen their already existing careers, utilizing integrative approaches to treatment and a variety of mind-body skills. Practice specialization graduates are prepared to excel in integrative medicine, holistic nursing, and a variety of allied health professions. Graduates without healthcare licenses will be prepared to work in the private practice of coaching and stress management, and as consultants and employees in corporate and medically based health promotion and wellness programs.

PhD in Mind-Body Medicine Specialization in Healthcare Research

Current research shows that a whole-person approach toward treating chronic health conditions yields improved outcomes, and can also promote optimal wellness. The Healthcare Research specialization prepares students in qualitative research, quantitative research, and mixed research methods so they can effectively develop and examine a variety of integrative care approaches.

Requirements

Specialization in Healthcare Research

The PhD in Mind-Body Medicine with a Specialization in Healthcare Research provides an opportunity to broaden and deepen your knowledge of integrative healthcare, as well as the research process, while enhancing your academic and professional development. Current research shows that a whole-person approach toward treating chronic health conditions yields improved outcomes, and can also promote optimal wellness.

Requirements Overview

Students entering the Mind-Body Medicine doctoral program must have completed a master's degree from a regionally accredited college or university prior to enrollment. Doctoral students must complete a minimum of 83 credits. Credits are earned by completing Mind-Body Medicine courses.

Students receiving a master's degree in Mind-Body Medicine from Saybrook who are admitted into the doctoral degree in Mind-Body Medicine can generally transfer these credits into their PhD program. These students must fulfill the doctoral degree requirements not completed at the master's level, including the remaining required courses and the dissertation or project. Meeting the doctoral requirements will include completing additional credits of doctoral coursework plus the dissertation or project, for a minimum total of 83 credits. Under some circumstances, additional courses required may total more than 83 credits.

For further information on admission into the PhD Mind-Body Medicine program after completion of the M.S. Mind-Body Medicine degree, contact the Saybrook Admissions Department. . Some credits

from a master's degree earned in other programs at Saybrook may also be transferable into the doctoral degree program. Contact an academic advisor to inquire further.

This program is not a clinical psychology program. However, it can offer more flexibility in program planning to those wishing to enhance and further develop their clinical knowledge and expertise, but who do not intend to use the degree to qualify for licensure.

Doctor of Philosophy (PhD) in Mind-Body Medicine Research Specialization Requirements

Course	Credits
MBM 1009 Information Competency and Research Skills	3
MBM 5500 Ethics in Mind-Body Medicine	3
MBM 5511 Graduate Colloquium I	1
MBM 5512 Graduate Colloquium II	1
MBM 5510 Imagery for Health	3
MBM 5525 Grant Writing	3
MBM 5540 Fundamentals of Research	3
RES 1045 Fundamentals of Statistics for Scholar Practitioners	3
MBM 5553 Quantitative Research Overview	3
MBM 5554 Doctoral Research Pilot Study	3
MBM 5555 Doctoral Research Pilot Study	3
MBM 5556 Qualitative Research Overview	3
MBM 5557 Advanced Research Methods	3
MBM 5558 Advanced Research Method II	3
MBM 5584 MBM PhD Professional Seminar	3
MBM 5586 PhD Practicum	3
MBM 5600 Mind-Body Medicine Overview	3
MBM 5690 Complementary and Integrative Medicine	3

MBM 5615 Movement, Exercise, and Health	3
MBM 5628 Evidence-Based Coaching	3
MBM 5640 Psychophysiology	3
MBM 5620 Basic Training and Education in Hypnosis OR MBM 5622 Basic Training and Education in Biofeedback	3
MBM 5635 Spirituality and Health OR MBM 5655 Mindfulness and Meditation in Health	3
MBM 9501 PhD Dissertation Proposal *	3
MBM 9601 PhD Dissertation Research *	3
Elective Credits Included	12
TOTAL CREDITS (Years 1-5)	83

** (Note: Students will remain enrolled in this course each term during culminating phase until completion.)*

Degree Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

NOTES:

- The degree completion time for a student following the default course sequence will average between 5 ½ to 6 ½ years. Some students may complete degree requirements in fewer terms and some may require more terms to complete the degree.
- A listing of acceptable CIMHS courses and electives is available in the University Catalog. Students may also choose an elective from the required courses in other specializations.
- This is a structured cohort program and the sequence of courses is different for students who start in the fall than for students who start in the spring.

Learning and Career Outcomes

What you can do with a PhD in Mind-Body Medicine, with a Healthcare Research Specialization?

All the specializations in Mind-Body Medicine support career and professional goals across a broad spectrum of healthcare occupations for individuals employed in a variety of academic and organizational

environments. The learning outcomes and career outcomes for healthcare research are particularly well-suited to those interested in pursuing research and/or academic careers in evidence-based integrative medicine, including healthcare informatics.

Whether you are a mid-career professional seeking to enhance your existing skills or an individual seeking to transition to a new career path, our programs provide a comprehensive overview of the integrative health field combined with core skills training.

If you are currently pursuing a career in one of the occupations below or aspire to do so, our program can help you make a difference and advance along your chosen path.

Acupuncturist/Traditional Chinese Medicine Administrator in a Healthcare Setting Behavioral and Substance Abuse Counselor Chiropractor
Clinical Psychologist
Community Health Practitioner/Administrator
Educational Counselor
Healthcare Administrator
Health Educator
Health Psychologist
Herbologist
Licensed Professional Counselor
Marriage and Family Therapist
Massage Therapist
Mental Health Professional
Nurse Nutritionist
Occupational Therapist
Organizational consultant to Healthcare
Pastoral/Spiritual Counselor
Psychiatrist
Psychical Therapist
Physician
Physician Assistant

PhD in Mind-Body Medicine: Healthcare Systems Specializations

Changing the Future of Healthcare Systems

Healthcare delivery models are in need of transformation. CIMHS graduates are creating new organization in hospitals, clinics, and community-based programs. The Healthcare System Specialization in the CIMHS will connect students with leaders in the field who teach how to develop these innovative and necessary programs. This specialization is relevant for individuals currently working as a hospital administrator, health data analyst, or healthcare policy-maker, as well as other professional consulting positions. The curriculum integrates organizational consulting, leadership, grant writing, health informatics, and research methodology.

Requirements

Students entering the Mind–Body Medicine doctoral program must have completed a master’s degree from a regionally accredited college or university prior to enrollment. Doctoral students must complete a minimum of 83 credits. Credits are earned by completing Mind-Body Medicine courses.

Students receiving a master’s degree in Mind-Body Medicine from Saybrook who are admitted into the doctoral degree in Mind-Body Medicine can generally transfer these credits into their PhD program. These students must fulfill the doctoral degree requirements not completed at the master’s level, including the remaining required courses and the dissertation or project. Meeting the doctoral requirements will include completing additional credits of doctoral coursework plus the dissertation or project, for a minimum total of 83 credits. Students in the Healthcare Systems specialization will take systems oriented courses from both the CIMHS and the College of Social Sciences, benefiting from the experienced instructors in both colleges. Under some circumstances, additional courses required may total more than 83 credits.

For further information on admission into the PhD Mind-Body Medicine program after completion of the M.S. Mind-Body Medicine degree, contact the Saybrook Admissions Department. Some credits from a master’s degree earned in other programs at Saybrook may also be transferable into the doctoral degree program. Contact an academic advisor for additional information.

This program is not a clinical psychology program. However, it can offer those wishing to enhance and further develop their clinical knowledge and expertise, and who do not intend to use the degree to qualify for licensure, more flexibility in program planning than the Clinical Psychology Specialization program provides.

Doctor of Philosophy (PhD) in Mind-Body Medicine Healthcare Systems Specialization Requirements

Course	Credits
MBM 1009 Information Competency and Research Skills	3
MBM 5500 Ethics in Healthcare	3
MBM 5511 Graduate Colloquium I	1
MBM 5512 Graduate Colloquium II	1
MBM 5510 Imagery for Health	3
MBM 5525 Grant Writing	3
MBM 5533 Health Informatics	3
MBM 5540 Fundamentals of Research	3
ORG 7072 Team Development and Collaborative Systems	3

MBM 5557 Advanced Research Methods	3
MBM 5565 Integrative Healthcare as a Complex Adaptive System	3
ORG 7082 Values Based Leadership	3
ORG 7080 Consulting Skills	3
MBM 5584 MBM PhD Professional Seminar	3
MBM 5586 PhD Practicum	3
MBM 5600 Mind-Body Medicine: Overview	3
MBM 5615 Movement, Exercise, and Health	3
MBM 5551 Doctoral Research Pilot Study I 1 CR and MBM 5552 Doctoral Research Pilot Study II 2 CR OR MBM 5555 Doctoral Research Pilot Study 3 CR	3
MBM 5553 Quantitative Research Overview OR MBM 5555 Qualitative Research Overview	3
MBM 5557 Advanced Research Methods	3
MBM 5620 Basic Training and Education in Hypnosis OR MBM 5622 Basic Training and Education in Biofeedback	3
MBM 5628 Evidence-Based Coaching	3
MBM 5635 Spirituality and Health OR MBM 5655 Mindfulness and Meditation in Health	3
MBM 5690 Complementary and Integrative Medicine	3
MBM 9501 PhD Dissertation Proposal *	3
MBM 9601 PhD Dissertation Research *	3

Elective Credits Included	12
TOTAL CREDITS (Years 1-4)	83

** (Note: Students will remain enrolled in this course each term during culminating phase until completion.)*

Degree Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

NOTES:

- The degree completion time for a student following the default course sequence will average between 5 ½ to 6 ½ years. Some students may complete degree requirements in fewer terms and some may require more terms to complete the degree.
- A listing of acceptable CIMHS courses and electives is available in the University Catalog. Students may also choose an elective from the required courses in other specializations.
- This is a structured cohort program and the sequence of courses is different for students who start in the fall than for students who start in the spring.

Learning and Career Outcomes

A PhD in Mind-Body Medicine with a specialization in Healthcare Systems prepares students for careers in the transformation of healthcare organization. It provides a comprehensive education in organizational systems, approaches to leadership, grant writing, health informatics, and consultation skills.

Whether you are a mid-career professional seeking to enhance your existing skills or an individual seeking to transition to a new career path, our programs provide a comprehensive overview of the holistic health field combined with core skills training. Graduates will be prepared for employment as organizational consultants and administrators in healthcare institutions and corporate health promotion programs.

[PhD in Mind-Body Medicine: Integrative Mental Health Specialization](#)

Infusing Mental Health Care with Compassion and Joy

Integrative Mental Health (IMH) is a specialization for PhD students in the CIMHS. This specialization is designed for licensed mental health practitioners, and individuals who have a licensable mental health degree. The program supplements traditional mental health education with Integrative paradigms for understanding mental and emotional disorders, and pursuing positive well-being.

Academic studies in the IMH specialization integrate complementary therapies including mind-body approaches, nutrition, somatic therapies, the wisdom of world healing traditions, and a review of current psycho-neuroimmunology and neuroscience research. The goal of this specialization is to revitalize the mental health field with energy, spirit, compassion, and joy.

The IMH specialization is designed for individuals who are already licensed mental health practitioners, or who have a licensable degree in a mental health profession. The course work supplements traditional mental health education by introducing alternative paradigms for understanding mental and emotional disorders. Students learn a core of evidence-based complementary therapies, including the use of integrative nutrition, health coaching, guided imagery, somatic therapies, mindfulness approaches, and integrative psychotherapy. Students also may choose to study either clinical hypnosis or biofeedback. All students in the IMH specialization also complete a clinical practicum in integrative mental health, and a dissertation applying qualitative or quantitative research methods to mental health related problems.

Requirements

Specialization in Integrative Mental Health

The doctoral degree program in Mind-Body Medicine with a Specialization in Integrative Mental Health offers professionals a means to broaden and deepen their academic and professional development in the mental health field. The program provides the opportunity to build upon the foundation provided by a master's degree from Saybrook or from another regionally-accredited college or university.

Requirements Overview

Candidates for the Integrative Mental Health (IMH) specialization must have a master's or doctoral degree from an accredited University that qualifies them for a mental health license. They may be counselors, social workers, marriage and family therapists, psychiatric nurses, or psychiatrists, or have a degree that qualifies them for one of these specialties. The IMH degree is a 92 credit PhD. Applicants are allowed to transfer in up to 30 credits from their previous degree, leaving 62 credits in coursework for most applicants.

All students in the IMH specialization complete a regimen of research courses preparing them to complete a doctoral dissertation research project on a health related topic, and complete 100 hours in a Clinical Practicum placement or placements.

Students receiving a master's degree in Mind-Body Medicine from Saybrook who are admitted into the doctoral degree in Mind-Body Medicine can generally transfer many of these credits into their PhD program. These students must fulfill the doctoral degree requirements not completed at the master's level, including the remaining required courses and the dissertation or project. Meeting the doctoral requirements will include completing additional credits of doctoral coursework plus the dissertation or project, for a minimum total of 93 credits. Under some circumstances, additional courses required may total more than 92 credits.

For further information on admission into the PhD Mind-Body Medicine program after completion of the M.S. Mind-Body Medicine degree, contact the Program Director. . Some credits from a master's degree earned in other programs at Saybrook may also be transferable into the doctoral degree program. Contact an academic advisor for additional information.

This program is not a clinical psychology program. However, it can offer those wishing to enhance and further develop their clinical knowledge and expertise, and who do not intend to use the degree to qualify for licensure, more flexibility in program planning than the Clinical Psychology Specialization program provides.

Courses	Credits
MBM 1009 Information Competency and Research Skills	3
MBM 5511 Graduate Colloquium I	1
MBM 5512 Graduate Colloquium II	1
MBM 5510 Imagery for Health	3
MBM 5540 Fundamentals of Research	3
MBM 5557 Advanced Research Methods	3
MBM 5584 MBM Ph.D. Professional Seminar	3
MBM 5628 Evidence-Based Coaching	3
MBM 5660 Foundations of Integrative Mental Health	3
MBM 5661 Nutritional Foundations of Mental Health	3
MBM 5662 Whole Medical Systems: Traditional Chinese Medicine and Ayurvedic Medicine	3
MAM 5663 Advanced Integrative Psychotherapy	3
MBM 5664 Somatics: Body-Oriented Approaches to Mental Health	3
MBM 5586 Ph.D. Practicum	3
MBM 5551 Doctoral Research Pilot Study I 1 CR and MBM 5552 Doctoral Research Pilot Study II 2 CR	
OR	3
MBM 5555 Doctoral Research Pilot Study 3 CR	
MBM 5553 Quantitative Research Overview	
OR	
MBM 5556 Qualitative Research Overview	3
MBM 5620 Basic Training and Education in Hypnosis	
OR	3
MBM 5622 Basic Training and Education in Biofeedback	

MBM 5625 Intermediate Training and Education in Hypnosis OR MBM 5627 Intermediate Training and Education in Biofeedback OR MBM 5632 Intermediate Coaching	3
MBM 5635 Spirituality and Health OR MBM 5655 Mindfulness and Meditation in Health	3
MBM 9501 PhD Dissertation Proposal *	3
MBM 9601 PhD Dissertation Research*	3
Elective Credits Included	3
TOTAL CREDITS (Years 1-4)	62

** (Note: Students will remain enrolled in this course each term during culminating phase until completion.)*

Degree Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

NOTES:

- The degree completion time for a student following the default course sequence will average between 4 ½ to 5 ½ years. Some students may complete degree requirements in fewer terms and some may require more terms to complete the degree.
- A listing of acceptable CIMHS courses and electives in the University Catalog. Students may also choose an elective from the required courses in other specializations.
- This is a structured cohort program and the sequence of courses is different for students who start in the fall than for students who start in the spring.

Learning and Career Outcomes

A PhD in Mind-Body Medicine with a specialization in Integrative Mental Health (IMH) provides licensed mental health providers (and those with licensable mental health degrees) with a comprehensive preparation for the integrative practice of mental health care. Graduates will be able to provide clinical treatment within the scope of their licenses, augmented with a variety of complementary therapies and integrative medicine interventions.

The learning outcomes and career outcomes for this PhD program provide you with marketable skills to pursue your existing mental health careers with a more integrative focus and a full range of mind-body skills. Graduates will also be prepared for academic jobs in universities, colleges, and medical schools, teaching an integrative approach to health and mental health.

Today's consumers demand alternatives to mainstream biomedical psychiatric and mental health care. Pharmacotherapies are often a necessary component of treatment, yet many persons suffer adverse medication effects, or a failure of medication to produce sufficient relief from mental and emotional disorders. Many patients do not adhere to medication therapies over the long-term. The addition of evidence-based behavioral, nutritional, and spiritual/transpersonal interventions can supplement and sometimes replace medication regimens for individuals with acute and chronic mental health disorders.

Many hospitals and clinics are now marketing “integrative care” for mental health disorders, yet there are few graduates of accredited University programs trained in the wide array of complementary and integrative therapies.

Students enrolled in the IMH specialization can earn nationally recognized certificates in clinical hypnosis, biofeedback, and health and wellness coaching, further adding to their toolbox of evidence-based skills in demand in health care today. They also can acquire the knowledge and skills for work in chronic pain, palliative care, and integrative hospice services, areas where integrative approaches have been demonstrated to be clinically effective.

PhD in Mind-Body Medicine: Integrative and Functional Nutrition Specialization

Augmenting Healthcare with Evidence-Based Nutritional Interventions

Integrative and Functional Nutrition (IFN) is a specialization for PhD students in the College of Integrative Medicine and Health Sciences. This specialization integrates the paradigms and interventions of integrative and functional nutrition with those of mind-body medicine to manage disease and promote overall mind-body wellness.

By combining nutrition science with mind-body-medicine, students will develop a synergistic set of skills unique to healthcare. Graduates will be positioned to treat a spectrum of health conditions including functional bowel disorders, food addictions, autoimmune diseases, cognitive impairments, obesity, and many other difficult-to-manage cases from a truly integrative approach. Graduates will also contribute to advancing integrative healthcare practices through ground-breaking research that merges the fields of nutrition and integrative medicine.

Students electing to incorporate the IFN specialization within their PhD program will take a minimum of 21 credits from the available integrative and functional nutrition courses. These IFN courses cover topics including nutritional biochemistry, physiology, nutritional assessment methods, and traditional and integrative nutritional therapies. Students may elect to take additional IFN courses to fulfill the academic requirements of the Board for Certification of Nutrition Specialists to pursue the Certified Nutrition Specialist (CNS) credentials.

Requirements

Specialization in Integrative and Functional Nutrition

The doctoral degree program in Mind-Body Medicine with an IFN Specialization offers professionals a science-based approach to broaden and deepen their academic and professional development in the fields of clinical nutrition and integrative healthcare. The program provides the opportunity to build

upon the foundation provided by a master’s degree from Saybrook or from another regionally-accredited college or university.

Requirements Overview

Candidates for the IFN specialization must demonstrate that they have completed a master's degree or the equivalent. They must show evidence of having earned 3.0 credits of Anatomy and Physiology and 3.0 credits of General Biochemistry as part of their undergraduate or graduate work. Applicants lacking these courses will take them as part of their Saybrook doctoral coursework. The PhD in MBM with an IFN specialization is a 79 credit degree. For students lacking one or both of the basic sciences, the degree will include 82 to 85 credits.

Applicants are allowed to transfer in up to 9 credits from a previous graduate degree program, leaving approximately 70 credits in required coursework for most applicants. To qualify for transfer, past coursework must have been completed within the past ten years, with a 3.0 (B) grade or better. Students with a master's degree in nutrition, and those who can demonstrate equivalent learning for some of the required classes, may waive those required classes and substitute additional electives into their program plan.

All students in the IFN specialization complete a regimen of research courses preparing them to conduct a doctoral dissertation project investigating a nutrition and health-related topic, and also complete a minimum of 100 hours in a Doctoral Practicum placement or placements.

Students receiving a master’s degree in Mind-Body Medicine from Saybrook who are admitted into the doctoral degree in Mind-Body Medicine can generally transfer many of these credits into their PhD program. These students must fulfill the doctoral degree requirements not completed at the master’s level, including the remaining required courses and the dissertation or project.

For further information on admission into the PhD IFN program after completion of a Saybrook M.S. degree, contact the Program Director. Some credits from a master’s degree earned in other programs at Saybrook may also be transferable into the doctoral degree program. Contact an academic advisor for additional information.

Courses	Credits
MBM 1009 Information Competency and Research Skills	3
MBM 5511 Graduate Colloquium I	1
MBM 5670 Foundations of Integrative and Functional Nutrition	3
MBM 5510 Imagery for Health	3

MBM 5540 Fundamentals of Research	3
MBM 5555 Advanced Research Methods	3
MBM 5584 MBM Ph.D. Professional Seminar	3
MBM 5615 Movement, Exercise, and Health	3
MBM 5628 Evidence-Based Coaching	3
MBM 5632 Intermediate Coaching	3
MBM 5691 Advanced Nutritional Biochemistry: Macronutrients	3
MBM 5678 Advanced Nutritional Physiology	3
MBM 5692 Advanced Nutritional Biochemistry: Micronutrients	3
MBM 5635 Spirituality and Health	3
MBM 5586 Ph.D. Practicum	3
MBM 5555 Doctoral Research Pilot Study 3 CR	3
MBM 5553 Quantitative Research Overview OR MBM 5556 Qualitative Research Overview	3
MBM 5500 Ethics in Healthcare	3
Choose One: MBM 5525 Grant Writing or MBM 5533 Health Informatics	3
MBM 5655 Mindfulness and Meditation in Health	3
MBM 9501 PhD Dissertation Proposal *	3

MBM 9601 PhD Dissertation Research*	3
Nutritional Electives Included	9
General Elective Credits Included	6
TOTAL CREDITS (Years 1-4)	79

** (Note: Students will remain enrolled in this course each term during culminating phase until completion.)*

Degree Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

NOTES:

- The degree completion time for a student following the default course sequence will average between 4 ½ to 5 ½ years. Some students may complete degree requirements in fewer terms and some may require more terms to complete the degree.
- A listing of acceptable CIMHS courses and electives is available on the Saybrook website. Students may also choose an elective from the required courses in other specializations.
- This is a structured cohort program and the sequence of courses is different for students who start in the fall than for students who start in the spring.

Learning and Career Outcomes

A PhD in Mind-Body Medicine with a specialization in Integrative and Functional Nutrition provides healthcare practitioners with a comprehensive preparation to integrate nutritional interventions, mind-body skills, and a person-centered approach into healthcare. Graduates will be prepared to offer clinical treatment within the scope of their licenses and certifications, augmented with a variety of complementary therapies and integrative medicine interventions. In addition, graduates will be prepared for academic jobs in universities, colleges, and medical schools, teaching an integrative approach to health and mental health.

Students enrolled in the IFN specialization can earn nationally recognized certificates in health and wellness coaching, further adding to their toolbox of evidence-based skills in demand in healthcare today. They also can acquire the knowledge and skills for work in chronic pain, palliative care, and integrative hospice services, areas where nutritional and mind-body approaches have been demonstrated to be clinically effective.

Certificate in Integrative Medicine

The Integrative Medicine Certificate program is designed for educators, health professionals, and change agents who want to promote lifestyle and self-regulation approaches to health and wellness. Students will learn powerful mind-body and complementary therapy intervention skills to help treat a host of medical and mental health issues. These approaches can be utilized in conjunction with medical and mental health treatments, as well as with the general population -- enhancing stress management, preventing illness, achieving optimal performance, and promoting wellbeing.

Requirements

Courses	Credits
MBM 5511 Graduate Colloquium	1
Either MBM 5600 Mind-Body Medicine: Overview or MBM 5690 Complementary and Integrative Medicine	3
Six additional credits in Integrative Medicine, selected from the following classes:	6

MBM 5510 Imagery and Health – Fall A (2-day RC)
MBM 5569 Consulting Skills – Spring B
MBM 5600 Mind-Body Medicine Overview – Fall
/Spring A (5-day RC)
MBM 5610 Nutrition and Health – Summer (not 2016)
MBM 5620 Basic Hypnosis – Fall A (2-day RC)
MBM 5622 Basic Biofeedback – Fall A (2-day RC)
MBM 5625 Intermediate Biofeedback – Spring A (2-
day RC)
MBM 5627 Intermediate Biofeedback – Spring A (2-
day RC)
MBM 5628 Evidence-Based Coaching– Spring A (2-day
RC)
MBM 5632 Intermediate Coaching - Summer
MBM 5635 Spirituality and Health - Summer
MBM 5645 The Human Energy Field and Energy
Medicine - Summer
MBM 5655 Mindfulness, Meditation, and Health – Fall
A (2-day RC)
MBM 5662 Whole Medical Systems: Traditional
Chinese Medicine and Ayurvedic Medicine – Spring A
MBM 5664 Somatics: Body Oriented Approaches for
Mental Health – Fall A (2-day RC)
MBM 5670 Foundations of Integrative and Functional
Nutrition – Fall/Spring A
MBM 5676 Dietary Supplements and Herbal Medicine
– Fall B
MBM 5690 Complementary and Integrative Medicine
– Fall B

Total Credits:

10

Detailed course descriptions are available in the Catalog under Course Descriptions.

CIMHS students already take two 1-credit Graduate Colloquia and have an assigned mentor. They will not need to take this additional one-credit Graduate Colloquium. Consult with an academic advisor for additional information.

The Certificate Program in Integrative Medicine provides an alternative for the individual who wishes to obtain a comprehensive introduction to integrative healthcare, without undertaking an academic degree program. The certificate is a 10-credit program, including three academic courses, one graduate

colloquium, and an integrative capstone essay. The number of Residential Conferences varies according to the choice of courses.

Certificate Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

Certificate in Biofeedback and Neurofeedback

With our Certificate in Biofeedback and Neurofeedback, you can help patients gain control of their own health. Learn powerful mind-body intervention skills to help treat a host of medical issues that defy conventional treatment without side effects.

Saybrook University's Certificate in Biofeedback and Neurofeedback is designed to prepare you for certification from the Biofeedback Certification International Alliance (BCIA). Additional BCIA requirements, including an anatomy and physiology class, supervised experience, and an exam, are posted at: www.bcia.org. Students must document access to biofeedback instrumentation including at least three modalities, and preferably access to neurofeedback instrumentation as well. The Certificate comprises three academic courses, two residential conferences, one graduate colloquium, and a capstone integrative essay.

Requirements

Courses		Credits
MBM 5511	Graduate Colloquium	1
MBM 5595	Advanced Biofeedback Practicum and Capstone Integrative Essay	3
MBM 5622	Basic Training and Education in Biofeedback	3
MBM 5627	Intermediate Training and Education in Biofeedback	3
Total Credits:		10

Detailed course descriptions are available in the Catalog under Course Descriptions.

Certificate Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

CIMHS students already take two 1-credit Graduate Colloquia and have an assigned mentor. They will not need to take this additional one-credit Graduate Colloquium. Consult with an academic advisor for additional information.

The Certificate Program in Biofeedback and Neurofeedback provides an alternative for the individual who wishes to obtain a comprehensive introduction to biofeedback and neurofeedback, without undertaking an academic degree program. All training and didactic education is designed to follow the knowledge blueprint of the Biofeedback Certification International Alliance (BCIA). Students wishing to earn the certificate must document access to biofeedback instrumentation including at least three

modalities, and preferably access to neurofeedback instrumentation as well. The certificate is a 10-credit program, including three academic courses, two residential conferences, one graduate colloquium, and an integrative capstone essay.

Certificate in Clinical and Applied Hypnosis

Become a leader in the field of clinical hypnosis with a Certificate in Clinical and Applied Hypnosis. Extraordinary advances have been made in the medical applications of hypnosis, but the key skills are not yet widely taught. Gain direct access to leaders in medical hypnosis while preparing yourself for certification from the American Society for Clinical Hypnosis. Additional ASCH requirements, including a healthcare license and supervised experience, are posted at: www.asch.net The certificate includes three academic courses, two residential conferences, one graduate colloquium, and a capstone integrative essay. For more information, please fill out the request form on the right.

Requirements

Courses	Credits
MBM 5511 Graduate Colloquium	1
MBM5594 Advanced Hypnosis Practicum and Integrative Capstone Essay	3
MBM5620 Basic Training and Education in Hypnosis	3
MBM5625 Intermediate Training and Education in Hypnosis	3
Total Credits:	10

Detailed course descriptions are available in the Catalog under Course Descriptions.

Certificate Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

College of Integrative Medicine and Health Sciences students already take two 1-credit Graduate Colloquia. They will not need to take this additional one-credit Graduate Colloquium. Consult with an academic advisor for additional information.

The Certificate Program in Clinical and Applied Hypnosis provides an alternative for the individual who wishes to obtain a comprehensive introduction to clinical and applied hypnosis, without undertaking an academic degree program. All training and didactic education is designed to follow the clinical training guidelines of the American Society for Clinical Hypnosis. The certificate is a 10-credit program, including three academic courses, two residential conferences, one graduate colloquium, and an integrative capstone essay.

Certificate in Integrative Wellness Coaching

The CIMHS certificate in Integrative Wellness Coaching is an opportunity to earn a professional credential that comprehensively prepares students with the fundamental competencies and skills to work within a variety of settings such as private practice, medical clinics, employee wellness centers, and corporate offices. Nurses, dieticians, health educators, organizational consultants/managers, massage therapists, and yoga teachers are incorporating coaching to strengthen their professional practice and communication skills.

The Certificate in Integrative Wellness Coaching is an “Approved Coach Specific Training Hours” program through The International Coach Federation (ICF). Certificants may apply 69 coach training hours toward the ICF credential. Additional requirements for ICF certification are posted at: www.coachfederation.org This program is also approved by the National Consortium for Credentialing Health and Wellness Coaches (NCCHWC).

Requirements

To enroll in this program, go to Apply Online on the website and select your desired Non-Degree choice. If you are a current student in the CIMHS or in another Saybrook degree program, please speak with your faculty mentor about enrolling in this certificate.

Requirements

Courses	Credits
MBM 5511 Graduate Colloquium	1
MBM5593 Advanced Coaching Practicum and Integrative Capstone Essay	3
MBM5628 Evidence-Based Coaching	3
MBM5632 Intermediate Coaching	3
Total Credits:	10

Detailed course descriptions are available in the Catalog under Course Descriptions.

Certificate Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

For non-CIMHS degree students, the certificate includes an 8-week graduate colloquium (1-credit), three academic courses (9 credits), one residential conference, and a capstone essay. This is an educational opportunity for individuals to obtain a professional certificate without having to commit to a graduate program.

College of Integrative Medicine and Health Sciences students already take two 1-credit Graduate Colloquia and have an assigned mentor. They will not need to take the additional one-credit Graduate

Colloquium. For those individuals currently enrolled in the MBM degree program, the required three courses (9 credits) may be added to their curriculum.

Certificate in Integrative and Functional Nutrition

The Certificate Program in Integrative and Functional Nutrition provides an alternative for the individual who wishes to obtain a comprehensive introduction to integrative and functional approaches to nutrition. The certificate is a 16-credit program, including five academic courses, one optional residential conference, one graduate colloquium, and an integrative capstone essay.

Requirements

The certificate includes five academic courses, one optional residential conference, one graduate colloquium, and a capstone integrative essay. For more information on this certificate, please fill out the request form on the right.

There are two required courses, and four electives:

MBM 5511 Graduate Colloquium I

MBM 5670 Foundations of Integrative and Functional Nutrition- Required

Elective; with MS IFN program director approval

Elective; with MS IFN program director approval

Elective; with MS IFN program director approval

Elective; with MS IFN program director approval

Available Electives

MBM 5611 Therapeutic Diet and Menu Planning (non IFN students may substitute one of the parallel courses MBM 5610)

MBM 5676 Dietary Supplements and Herbal Medicine

MBM 5694 Nutrition Focused Physical Exam*

MBM 5691 Advanced Nutritional Biochemistry: Macronutrients*

MBM 5692 Advanced Nutritional Biochemistry: Micronutrients*

MBM 5673 Integrative Approaches to the Digestive System*

MBM 5677 Integrative and Functional Nutrition Therapeutics*

MBM 5672 Nutritional Perspectives from Ayurvedic Medicine

MBM 5661 Nutritional Foundations of Mental Health

MBM 5628 Evidence-Based Coaching (Students who choose the coaching elective will require a two-day residential conference).

*Students must meet pre-requisite requirements to register for this course.

Detailed course descriptions are available in the Catalog under Course Descriptions.

Certificate Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

CIMHS students already take two 1-credit Graduate Colloquium courses and have an assigned mentor. They will not need to take this additional one-credit Certificate Colloquium. If you are a current student in the CIMHS or in another Saybrook degree program, talk with your faculty mentor about enrolling you for this certificate.

TOTAL CREDITS: 16

Certificate in Nutrition, Clinical, or Life Sciences

The purpose of Saybrook University 7-10 credit Certificate in Nutrition, Clinical, or Life Sciences is to allow students to acquire basic sciences courses to fulfill academic requirements for various certifications. For example, this Certificate provides basic nutrition, clinical, and life sciences which may meet eligibility requirements for the Certified Nutrition Specialist® credential (CNS®) offered by the Board for Certification of Nutrition Specialists (BCNS) or for the Certified Clinical Nutritionist® (CCN®) credential offered by the Clinical Nutrition Certification Board (CNCB).

Individuals earning this Certificate may take any 2 or 3 of the available science courses and must take the 1 credit Graduate Colloquium. Saybrook University Integrative and Functional Nutrition courses eligible to fulfill the BCNS nutrition, clinical, or life sciences requirements include:

Electives:

MBM 5611	Therapeutic Diets and Menu
MBM 5670	Foundations of Integrative and Functional Nutrition
MBM 5691	Advanced Nutritional Biochemistry: Macronutrients*
MBM 5692	Advanced Nutritional Biochemistry: Micronutrients*
MBM 5673	Integrative Approaches to the Digestive System*
MBM 5676	Dietary Supplements and Herbal Medicine*
MBM 5677	Integrative and Functional Nutrition Therapeutics*
MBM 5678	Advanced Nutritional Physiology*
MBM 5694	Nutrition Focused Physical Exam*
MBM 5703	General Biochemistry
MBM 5704	Anatomy and Physiology

*Students must meet pre-requisite requirements to register for this course.

Detailed course descriptions are available in the Catalog under Course Descriptions.

Certificate Requirements for 2016-2017 Academic Year approved by CIMHS Degree Program Committee.

All students in this Certificate must also complete the one credit MBM 5511 Graduate Colloquium.

College of Integrative Medicine and Health Sciences (CIMHS) Course Descriptions 2016-2017

All courses are online courses. Listed in each course description is information about any residential conference (RC) requirements for a course. If you are planning to enroll in a course, please confirm with your mentor if a course has a residential conference component. For any course that includes a residential conference component, it is not possible to complete the course without completing the course's required residential conference component.

MBM 1009 Information Competency & Research Skills

This course is designed for students to leverage prior learning experience and acquire new skills for graduate/doctoral study and lifelong learning. This course introduces students to the process of defining and articulating information needs related to a specific topic: identifying, evaluating, and selecting the appropriate resources; developing and executing research strategies; critically interpreting and analyzing results; and presenting them in a professional style (APA, 6th ed.). 3.0 credits.

Offered FA–Term A/SP–Term A. Course Length: 8 Weeks (Term A). No RC Required. No prerequisite.

Relevant Learning Outcomes: 1.1, 2.1, 2.2, 2.4, 5.2, 5.3, 7.1, 7.3

MBM 5500 Ethics in Healthcare

This course is an overview of the ethical principles and codes of conduct that formulate the guidelines for ethical practice in integrative healthcare. This core ethics course focuses on a breadth of ethical considerations and concerns pertinent to the evolving field of Integrative Medicine. An introduction to medical ethics and the Code of Conduct created by the American Psychological Association is provided. Ethical issues involving spirituality and faith are explored. This course helps students consider ethical issues related to various professional disciplines that embody the field of Integrative Medicine. Students are encouraged to explore their own personal values, beliefs, and biases pertaining to moral and legal ethics in the field. 3.0 credits.

Offered FA-Term B/SP-Term B. Course Length: 8 Weeks. No RC Required. No prerequisite. Relevant Learning Outcomes: 1.1 (3), 1.3 (3), 1.4 (4)

MBM 5507 Graduate Level Academic Writing

Students will increase their awareness of professional and scholarly writing and American Psychological Association (APA, 6th ed.) editorial and formatting standards. Students will also become familiar with various writing and scholarly paper formats. They will become familiar with the mechanics of writing, organization, and style. Students will work on applying academic standards through the concise execution of scholarly writing. Students will learn to evaluate their own writing and the writing of others and gain editing skills. 3.0 credits.

Offered FA-Term B/SP-Term B. Course Length: 8 Weeks. No RC Required. No prerequisite. Relevant Learning Outcomes: LO 1.3, 1.4 (2) 5.4, 6.3, 7.1(4), 8.1 (2)

MBM 5510 Imagery for Health

This course reviews the place of imagery and the imagination in traditional healing practices, and the contemporary applications of imagery in healthcare. Students review the experimental evidence for the impact of imagery on immune function, neurochemistry, and medical illness. Students learn to utilize imagery as a diagnostic tool, as a medical rehearsal for coping, and as a therapeutic tool for medical illness and emotional disorders. 3.0 credits.

Offered FA – Term A. Course Length: 8 Weeks. RC Required. No prerequisite. Relevant Learning Outcomes: 1.2 (3), 2.2(3), 2.4(4), 3.1(4), 3.2(4), 4.3(3), 5.1 (3), 5.3 (3), 7.1(3).

MBM 5511 Graduate Colloquium I

The Graduate Colloquium I course will orient students to the fundamentals of graduate study as they learn to develop and apply critical thinking and reasoning skills necessary to demonstrate academic scholarship. In addition, the course will be facilitated by faculty mentors to assist new students as they discuss personal and professional aspirations and goals. The online platform provides a supportive and engaging environment as mentors and students connect and learn from each other's experiences. 1.0 credit.

Offered FA-Term A/SP-Term A. Course Length: 8 Weeks. No RC Required. No prerequisite. Relevant Learning Outcomes: L.O. 7.1 (2), 8.1 (3).

MBM 5512 Graduate Colloquium II

The Graduate Colloquium II course consists of continued program planning with a faculty mentor, and participation in regularly scheduled online discussions. The Colloquium assists students in professional development, career planning strategies, and ongoing mentor-peer coaching and feedback support. This course will be scheduled during the second year of the curriculum. 1.0 credit.

Offered FA-Term A. Course Length: 8 Weeks. No RC Required. Prerequisite: 5501, 5503 or 5511. Relevant Learning Outcomes: : L.O. 7.1 (2), 8.1 (3).

MBM 5513 The Graduate Colloquium II – IFN

This course prepares students to develop skills as an evidence-based practitioner, capable of researching relevant scientific literature and assimilating results to answer integrative nutrition questions and guide practice. Students further develop their professional presentation skills and lead discussions with other integrative health colleagues. This course will be scheduled during the second year of the curriculum. 1.0 credit. Offered FA-Term A. Course Length: 8 Weeks. No RC Required. Prerequisite: 5501, 5503 or 5511

MBM 5522 Health Psychology: The Application of Psychological Concepts and Tools to Health

“Psychologists who strive to understand how biological, behavioral, and social factors influence health and illness are called health psychologists” (APA Division 38, 2002). The subject matter of Health Psychology as a discipline overlaps greatly with the fields of integrative health and mind-body medicine. In the broadest sense, Health Psychology is the organized and systematic effort to apply the knowledge and skills of the behavioral sciences to human health and illness. It presents the framework, methodology, and applications of mainstream health psychology, and reviews common applications of health psychology. 3.0 credits.

Offered SP – Term B. Course Length: 8 Weeks. No RC Required. No prerequisite. Relevant Learning Outcomes: 1.1 (3), 2.1 (3), 2.2 (4), 2.4 (4), 5.2 (4), 7.1 (4).

MBM 5524 Contemporary Neuroscience–Psychology and the Brain

This course explores brain and nervous system relationships with special emphasis on clinical examples and mind- body interactions. Beginning with the basic function of nerve cells (neurophysiology) we explore how cells communicate (the synapse and clinical neurochemistry) and the structure of the nervous system (neuroanatomy). Students learn about the most current neuro-imaging techniques. We explore neuroscience of the senses, emotion, arousal and stress. Neuroscience in Depression, Schizophrenia, Autism, and ADHD are investigated. The class concludes with a discussion of the biology of consciousness, meditation, and the brain-mind question. 3.0 credits.

Offered FA – Term B. Course Length: 8 Weeks. No RC Required. No prerequisite. Relevant Learning Outcomes: 1.2 (2), 2.2 (1), 2.2 (3), 3.1 (3), 4.2 (4).

MBM 5525 Grant Writing

This course explores the process of grant proposal writing from initial inquiry through submittal. Students completing the course will develop a grant proposal idea, research and choose a potential funder based upon funder guidelines, and understand each component of a proposal. The student finishes the class with a complete and thoughtfully-prepared grant proposal ready for submittal. 3.0 credits.

Offered SP - Term B. Course Length: 8 Weeks. No RC Required. Course Prerequisites or Co-requisites: MBM 5540 Fundamentals of Research. Relevant Learning Outcomes: 1.3, 1.4, 3.4, 5.2, 6.2, 7.1, 7.3, 8.1, 8.2

MBM 5533 Health Informatics: The Science of Healthcare Information

This course introduces students to the field of health informatics with particular emphasis on evaluating the effectiveness of technology interfaces with both conventional and integrative health care practitioners as well as patients. Students will learn Federal legislative requirements for health information technology use by healthcare systems as well as individual practitioners. The electronic medical record, electronic health record, personal health record, clinical decision support systems, telemedicine, and mobile health (m-health) will be explored in detail. Patient satisfaction and increased quality of care are two of the primary reasons for the mandatory adoption of health technology. As a result, the role of the patient in health informatics is woven throughout the course. The structure of this class is designed so that students are placed in the role of consultant or manager, becoming proficient in the application of health information technology. Each student will research a health care application and its impact on a patient population. The primary purpose of the research assignment is to describe the impact of the on the larger healthcare system [this can be specific to a regional healthcare system, the U.S. national system, or global health]. This course will not require prior software knowledge other than a working level of understanding in navigation with Microsoft Operating Systems and the Office Suite. Successful completion of the course will require a basic knowledge of on-line research methods and the use of available and authoritative databases. The course will progress over a period of 8 modules with an integrative paper due in Module 7, a mid-term analysis of technical briefs, and a final exam. 3.0 credits.

Offered FA – Term B. Course Length: 8 Weeks. No RC Required. No prerequisite.

Relevant Learning Outcomes: 1.1 (3), 1.4 (2), 1.4 (3), 2 (3), 2.1 (3), 5 (3), 5.1 (3), 8 (3), 8.2 (2), 8.2 (3), 8.3 (2), 8.3 (3)

MBM 5536 Fundamentals of Research-Nutritional Research

This course is a foundational "research literacy course" which provides an overview of quantitative and qualitative research. Students will learn about the elements of a research study. Students will learn to read and evaluate research studies to support their individual research interests based on current scholarship. 3.0 credits.

Offered SP-Term B. Course Length: 16 Weeks. No RC Required. Prerequisite: MBM 1007/1008, MBM 1027/1028, or MBM 1009. Relevant Learning Outcomes: 1.4, 2.2, 5.1, 7.1, 7.2, 7.4, 7.5.

MBM 5540 Fundamentals of Research

This course is a foundational "research literacy course" which provides an overview of quantitative and qualitative research. Students will learn about the elements of a research study. Students will learn to read and evaluate research studies to support their individual research interests based on current scholarship. 3.0 credits.

Offered FA– Term B/SP – Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 1007/1008, MBM 1027/1028, or MBM 1009. Relevant Learning Outcomes: 1.4, 2.2, 5.1, 7.1, 7.2, 7.4, 7.5

MBM 5553 Quantitative Research Overview

This course introduces students to the characteristics and various approaches to designing and conducting quantitative research projects in healthcare. It provides an overview of the research process beginning with the identification of a research topic and question, reviewing literature, selecting a study approach, and proceeding through the collection and analysis of data and writing up findings. In this course students identify a topic for their pilot study and review relevant literature. They also begin to develop a research question and identify other aspects of the research design that they may include in their pilot study and dissertation. 3.0 credits.

Offered FA-Term A/B, SP-Term A/B. Course Length: 16 Weeks. No RC Required. Prerequisite: 5540. Relevant Learning Outcomes: 7.1 (4), 7.2 (3), 7.3 (2), 7.3 (3).

MBM 5554 Doctoral Research Pilot Study II

This course guides students in developing a qualitative, quantitative, or mixed methods research design, serving as a pilot study for dissertation research. The course will meet the following objectives: Students a) propose and refine a research question, b) develop a research design, addressing recruitment, interventions, any measurements, and data collection methods, c) specify methods for data analysis, and d) submit a SIRB application, assuring the protections of human participants. By the end of the course, students a) implement the research design, b) recruit participants, c) conduct the research, and d) prepare a written research report, including all of the elements in a research report. 3.0 credits.

Offered all terms. Course Length: 16 Weeks (SU 8 Weeks). No RC Required. Prerequisite: Prerequisite: 5540, 5538, 5548, 5553 or 5556, 5539, 5549, and 5557. Relevant Learning Outcomes: L.O. 6.1, 7.1, 7.3, 7.4.

MBM 5555 Doctoral Research Pilot Study

This course guides students in developing a qualitative, quantitative, or mixed methods research design, serving as a pilot study for dissertation research. The course will meet the following objectives: Students a) propose and refine a research question, b) develop a research design, addressing recruitment, interventions, any measurements, and data collection methods, c) specify methods for data analysis, and d) submit a SIRB application, assuring the protections of human participants. By the end of the course, students a) implement the research design, b) recruit participants, c) conduct the research, and d) prepare a written research report, including all of the elements in a research report. 3.0 credits.

Offered all terms. Course Length: 16 Weeks (SU 8 Weeks). No RC Required. Prerequisite: 5540, 5538, 5548, 5553 or 5556, 5539, 5549, and 5557. Relevant Learning Outcomes: L.O. 6.1, 7.1, 7.3, 7.4.

MBM 5556 Qualitative Research Overview

This course introduces students to the characteristics and various approaches to designing and conducting qualitative research projects in healthcare. It provides an overview of the research process beginning with the identification of a research topic and question, reviewing literature, selecting a study approach, and proceeding through the collection and analysis of data and writing up findings. In this course students identify a topic for their pilot study and review relevant literature. They also begin to develop a research question and identify other aspects of the research design that they may include in their pilot study and dissertation. 3.0 credits.

Offered FA Term A/B, SP – Term A/B. Course Length: 16 Weeks. No RC Required. Prerequisite: 5540. Relevant Learning Outcomes: 7.1 (4), 7.2 (3), 7.3 (2), 7.3 (3).

MBM 5557 Advanced Research Method

This course helps prepare students for their research in the pilot study and dissertation by guiding them to study a specific research methodology or approach. Students study a pre-identified method in depth and identify aspects of the research design to include in their pilot study and dissertation. Coursework directs students to individually develop a research design, address sample recruitment, interventions, any measurements and tools, data collection methods, and specify methods for data analysis.

This course also supports students in preparing to be scholar-practitioners in conjunction with other courses and learning experiences in the student's graduate studies. 3.0 credits

Offered all terms. Course Length: 16 Weeks (SU 8 Weeks). No RC Required. Prerequisite: MBM 1007, 1008, 1027, 1028 or 1009; 5540; and 5548, 5538, 5553, or 5556. Relevant Learning Outcomes: 7.1 (4), 7.2(3), 7.3 (2), 7.3 (3).

MBM 5558 Advanced Research Method II

This course helps prepare students for their research in the pilot study and dissertation by guiding them to study a specific research methodology or approach. Students study a pre-identified method in depth and identify aspects of the research design to include in their pilot study and dissertation. Coursework directs students to individually develop a research design, address sample recruitment, interventions, any measurements and tools, data collection methods, and specify methods for data analysis.

This course also supports students in preparing to be scholar-practitioners in conjunction with other courses and learning experiences in the student's graduate studies. 3.0 credits

Offered all terms. Course Length: 16 Weeks (SU 8 Weeks). No RC Required. Prerequisite: 5557. Relevant Learning Outcomes: 7.1 (4), 7.2(3), 7.3 (2), 7.3 (3).

MBM 5564 Integrative Healthcare as a Complex Adaptive System

This introductory course provides students with an overview of healthcare policy and introduces complexity theory as an approach to further an integrative healthcare agenda. Course materials provide students with an overview of U.S. contemporary healthcare policy and then introduce complexity principles as one subset of systems thinking. Through both theory and practice, using principles from complexity, and assignments that combine theory and application, students will learn to recognize dynamic widespread phenomena and individual human interactions in basic ways that inform better understanding and communication, particularly as these relate to integrative healthcare. This perspective offers a valuable foundation for designing or changing complex human systems like businesses, hospitals and healthcare systems, and taking on an advocacy role in complementary integrative medicine. 3.0 credits.

Offered SU – Term A. Course Length: 8 Weeks. No RC Required. No Prerequisite. Relevant Learning Outcomes: 1.1 (3), 5.1 (4), 5.2 (5), 7.1 (3)

MBM 5569 Consulting Skills

The Professional Consultant in healthcare exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in mobilizing organizational resources, and inspiring a process of transformational change. Health consultants may work in major university medical centers and hospital systems, corporate medical clinics and health systems, corporate wellness credits, health insurance organizations, and small community or privately based clinics and group practices. Consultants work closely with other people who are responsible for the outcomes. Consulting can be part of any professional role such as that of a teacher, therapist, counselor, coach, or leader. A key skill is the ability to use influence and persuasion to help others get things done. A second key skill is to recognize the critical moment when a human system is ready for a change process. In

effect, whenever a professional cannot or does not want to force people into action, yet needs to suggest or advocate a plan of action, the skills developed in this course will be useful. 3.0 credits. Offered SP – Term B. Course Length: 8 Weeks. No RC Required. No Prerequisite. Relevant Learning Outcomes: 8.1, 8.2, 8.3, 8.4, 8.5

MBM 5583 MBM M.S. Professional Seminar

This course prepares students to embrace their professional identity as scholar-practitioners at the master's level. Individuals have the opportunity to begin the process of preparing for their thesis project or thesis proposal, present their research proposal ideas to peers, form their committees, and write a first draft of their proposals. In addition, they are supported through the process as they establish personal and professional goals for their work in the field of integrative healthcare. 3.0 credits. Offered every term. Course Length: 8 Weeks. No RC Required. Prerequisite: All coursework or permission from Director of Mentoring. Relevant Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 6.1, 6.2, 6.3, 7.1, 7.3, 7.4.

MBM 5584 Doctoral Level Professional Seminar in Mind-Body Medicine

This course prepares students to embrace their professional identity as scholar-practitioners. Individuals have the opportunity to prepare for the dissertation proposal course, present their research proposal idea to peers, and critique a dissertation. In addition, they are supported through the process as they establish personal and professional goals for their work in the field of integrative healthcare. 3.0 credits. Offered every term. Course Length: 8 Weeks. No RC Required. Prerequisite: All coursework or permission from Director of Mentoring. Relevant Learning Outcomes: 1.4 (3), 2 (5), 2.4 (5), 3.1 (5), 3.4 (5), 5.2 (5), 7.2 (3), 7.3 (3).

MBM 5586 Ph.D. Practicum

This course is structured to allow students to explore real-world situations and issues that emerge related to future practice. Students apply mind-body skills, instructional strategies, and facilitation techniques in clinical, community, and professional settings. The appropriate student-identified site allows the student to engage practicum clients in mind-body counseling and education approaches and techniques for individuals and groups. The practicum can also be set to pursue mind-body research and/or organizational development activities. Possible settings include: hospitals, clinics, counseling centers, schools, nursing homes, community centers, wellness centers, homeless shelters, group homes, jails, prisons, and corporate work places. (Note: This course requires several weeks preparation before course begins.) This course requires weekly video conference. 3.0 credits. Offered FA Term A/B, SP Term A/B, and SU. Course Length: 16 Weeks (SU 8 Weeks). No RC Required. No Prerequisite. Relevant Learning Outcomes: 1.1, 1.3, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.3, 5.1, 5.2, 6.1, 7.1.

MBM 5588 MS Capstone Seminar

This course provides students with a forum and guidance for reviewing and integrating the knowledge they have gained throughout their MS program. As final culminating essays, students will explore a question that allows them to synthesize knowledge from their completed coursework and discuss how they will utilize mind-body medicine principles in their current and future careers as scholar-practitioners. In addition, students will be asked to identify their achievements and remaining challenges in their personal and professional learning, as well as set goals for their continuing development. 3.0 credits. Offered every term. Course Length: 8 Weeks. No RC Required. No Prerequisite. Relevant Learning Outcomes: 1.3 (4), 1.4 (3), 3.4 (5), 7.1 (2), 7.5 (5)

MBM 5593 Advanced Coaching Practicum

This course provides advanced supervised experiential learning and skills development in health and wellness coaching. It also provides regular online and video conference call discussions and mentoring with faculty and fellow coaching certificate students. Students complete a capstone integrative essay during this class summarizing their learning in the coaching course sequence. 3.0 credits.

Offered FA – Term A. (Offering depends upon enrollment numbers.) Course Length: 8 Weeks. No RC Required. Prerequisite: 5630 (or 5628 or 5631); 5632. Relevant Learning Outcomes: 1.3 (5), 2.3 (4), 2.4 (5), 3.3 (4, 5), 3.4 (5), 8.1 (3), 8.2 (2).

MBM 5594 Advanced Hypnosis Practicum

This course provides an immersion in advanced hypnotic technique and practice. Course readings and educational videos provide guidance and sample interventions utilizing hypnotic induction and therapeutic suggestion. Students engage in weekly hypnosis practice with volunteers and/or professional clients. The instructor(s) provide six videoconferences with discussion of strategies for hypnotic interventions for a variety of clinical and life problems, and supervision of the students' practice. Students submit a video record of two hypnotic intervention sequences. Students complete a capstone essay, integrating their learning in the imagery and hypnosis course sequence, along with their learning in the advanced practicum course. 3.0 credits.

Offered SP – Term B, SU -- Term A. (Offering depends upon enrollment numbers.) Course Length: 8 Weeks. No RC Required. Prerequisite: 5620, 5625. Relevant Learning Outcomes: 1.3, 2.3, 2.4, 3.2, 3.4.

MBM 5595 Advanced Biofeedback Practicum

This course includes online contact with faculty and fellow students, directed readings and research in a specialty area, as well as applied practice of biofeedback and/or neurofeedback with regular group-based supervision. 3.0 credits.

Offered SP – Term B, SU -- Term A. (Offering depends upon enrollment numbers.) Course Length: 8 Weeks. No RC Required. Prerequisite: 5622, 5627. Relevant Learning Outcomes: 1.3, 2.1, 2.3, 2.4, 3.2, 3.4.

MBM 5600 Mind-Body Medicine: Overview

The Mind-Body Medicine: An Overview course provides a foundational introduction to mind-body medicine and integrative health. The course reviews paradigms for health and healing implicit in mainstream medicine, humanistic psychology, complementary and integrative therapies, and traditional healing systems in non-Western cultures. The course examines scientific advances in psychoneuroimmunology, the neurosciences, and consciousness studies, with implications for mind-body healing. The course focuses on the nature of the healing process, including a review of health care practices within various cultural systems and historical eras. The course assists students to recognize the relationships among conceptual paradigms, research approaches, explanatory models for disease, and specific therapeutic interventions. Students are challenged to develop a personal vision of health and health care which emphasizes higher level wellness for self and patient, the unity of mind-body-spirit, and the active role of the patient in the healing process. Offered FA – Term A/SP -- Term A. Course Length: 8 Weeks. RC Required. No Prerequisite. Relevant Learning Outcomes: 1.2 (3), 1.2 (4), 1.1 (5), 2.1 (3), 2.2 (3), 2.2 (4), 3.1 (3), 3.2 (4), 5.1 (3), 7.1 (3).

MBM 5610 Nutrition and Health

This course provides an overview of the practical and scientific approaches to understanding the impact that food has on personal and global health. Topics in this course will include learning about the quality and variety of food that is available to us, its impact on health, food politics and policies, commercial food production, organic and sustainable food production, and community action projects. 3.0 credits. Offered SU – Term A. Course Length: 8 Weeks. No RC Required. No Prerequisite. Relevant Learning Outcomes: TBA.

MBM 5611 Therapeutic Diets and Menu Planning

This course is an exploration of epidemiological and traditional dietary patterns and therapeutic diets, with a primary focus on scientific translation and practical application of whole foods and culinary nutrition for optimal wellness and to prevent and treat a variety of diseases and disorders. Therapeutic diets purpose, nutritional adequacy, foods encouraged, foods to avoid, meal pattern, menu planning, and functional foods will be taught from an integrative and functional and ‘food as medicine’ perspective for diverse populations. Key knowledge areas explored include food politics and policies, food security and social justice, environmental nutrition, nutrition related community action projects, commercial food production, and organic and sustainable food production. 3.0 credits.

Offered SU- Term A. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 5670. Relevant Learning Outcomes: L.O. 2.1 (5), 2.4 (3), 3.1 (4), 3.2 (5), 3.3 (5), 4.2 (3), 5.1 (3), 5.2 (3), 6.1 (3), 7.2 (3), 8.2 (3).

MBM 5615 Movement, Exercise, and Health

This course reviews the critical place of physical movement and exercise in the maintenance and restoration of health. Sedentary lifestyle has been identified as a factor in the onset of many chronic diseases and conditions. Conversely, physical activity positively impacts brain chemistry, mood, and general well-being. The course explores the use of movement and exercise as a key aspect in developing self-awareness and examines the overall impact of various modalities on healthy physiology and chronic illness. Students learn strategies for using a variety of forms of movement for mental, emotional and physical renewal. The course includes an experiential component and examines yoga, tai chi or chi gong, dance, dynamic movement meditations, martial arts, and aerobic exercise as interventions for optimal health. 3.0 credits.

Offered SP – Term A. Course Length: 8 Weeks. RC Required. No Prerequisite. Relevant Learning Outcomes: 1.2 (3), 2.1 (3), 2.1 (3), 2.2 (4), 3.1 (3), 3.2 (5), 5.1 (4), 7.1 (3).

MBM 5620 Basic Training and Education in Hypnosis

This course provides students with a basic skill-set to conduct simple hypnotic interventions, along with knowledge about hypnotic concepts and approaches, and a familiarity with research-based applications of hypnosis to common medical and behavioral disorders. This course provides students with an introductory level of understanding helpful for engaging in hypnosis-based clinical practice and hypnosis-oriented research in integrative health. This course introduces simple trance induction protocols, trance deepening techniques, the use of post-hypnotic suggestion, and techniques to re-alert the subject and close the trance phase. In addition, the course overviews current scientific approaches to explaining hypnotic phenomena, introduces the measurement and significance of hypnotic susceptibility, and presents several of the widely used and effective approaches for utilizing hypnosis in psychotherapy and personal transformation. Students completing this basic training sequence are equipped to begin the intermediate level training. The course is designed to follow the *Standards of Training in Clinical Hypnosis* as presented by D. Corydon Hammond and Gary R. Elkins for the American Society of Clinical Hypnosis- Education and Research Foundation (2005). 3.0 credits.

Offered FA – Term A. Course Length: 8 Weeks. RC Required. No Prerequisite. Relevant Learning

Outcomes: 1.2 (3), 2.4 (4), 2.4 (4), 7.1 (4), 7.2 (4).

MBM 5622 Basic Training and Education in Biofeedback

This course provides students with a basic skill-set to conduct simple biofeedback interventions, along with knowledge about biofeedback concepts and approaches, and a familiarity with research-based applications of biofeedback to common medical and behavioral disorders. This course provides students with an introductory level of understanding helpful for engaging in biofeedback-based clinical practice and psychophysiological research in integrative health. This course introduces the most commonly used biofeedback instruments, the physiological systems they measure, and the applications of these biofeedback modalities to common medical and behavioral disorders.

The Saybrook biofeedback training sequence covers the Blueprint of Knowledge adopted by the Biofeedback Certification International Alliance, to guide training of biofeedback professionals (BCIA, 2006). The basic course covers the following elements of the blueprint: Orientation to Biofeedback (4 hours), Stress Coping and Illness/Models for Biofeedback Practice (4 hours), Psychophysiological Recording, part I (4 hours), surface EMG Applications, part I (4 hours), Adjunctive Interventions, part I (4 hours), and Autonomic Nervous System Applications, part I (4 hours).

In addition, the course overviews current scientific approaches to research on biofeedback, and will discuss several approaches for utilizing biofeedback in psychotherapy, in optimal performance training in sports and the arts, and in personal transformation. 3.0 credits.

Offered FA – Term A. Course Length: 8 Weeks. RC Required. No Prerequisite. Relevant Learning Outcomes: 1.2 (3), 2.2 (3), 2.4 (3), 2.4 (3), 3.2 (4), 7.1 (3), 7.2 (3), 7.3 (3).

MBM 5625 Intermediate Training and Education in Hypnosis

This course provides students with an advanced skill-set to conduct advanced hypnotic interventions, along with additional knowledge about hypnotic concepts and approaches. In addition, the student develops a sophisticated ability to learn and assess new applications of hypnosis to common medical and behavioral disorders.

This course provides students with an intermediate level of understanding helpful for engaging in hypnosis-based clinical practice and hypnosis-oriented research in integrative health. This course introduces more challenging trance induction protocols, trance deepening techniques, and uses of post-hypnotic suggestion. In addition, the student learns specific approaches and techniques for a number of advanced application areas, including: 1. pain management, 2. treatment of anxiety disorders, 3. habit change protocols, 4. weight management, and 5. ego strengthening hypnotic interventions.

In addition, the course reviews scientific approaches to investigating hypnotic phenomena, trains students to implement a widely accepted measure of hypnotic susceptibility, and engages the student in discussion of ethical and appropriate uses of hypnotic techniques. 3.0 credits.

Offered SP – Term A. Course Length: 8 Weeks. RC Required. Prerequisite: 5620 (or equivalent training with instructor approval). Relevant Learning

Outcomes: 2.3, 2.4, 5.1, 6.1.

MBM 5627 Intermediate Training and Education in Biofeedback

This course provides students with more advanced skills to conduct effective higher-level biofeedback interventions, along with additional knowledge about biofeedback concepts and approaches, and a more solid grounding in research on biofeedback. The knowledge and skills included in the Saybrook biofeedback training sequence follow the “Blueprint of Knowledge” developed by the Biofeedback Certification International Alliance to guide training of biofeedback professionals (BCIA, 2006).

The Intermediate level course covers the remainder of the BCIA Blueprint of Knowledge, including: 1) psychophysiological recording, advanced (4 hours), 2) surface electromyography and its applications, part II (4 hours), 3) autonomic nervous system biofeedback and its applications, part II (4 hours), 4) EEG applications (4 hours), 5) adjunctive interventions, part II (4 hours), and 6) professional conduct (4 hours). In this course, students complete 24 hours of basic didactic education and 6 hours of clinical mentoring qualifying toward eventual certification in general biofeedback by the Biofeedback Certification International Alliance (BCIA). 3.0 credits.

Offered SP – Term A. Course Length: 8

Weeks. RC Required. Prerequisite: 5622. Relevant Learning Outcomes: 1.3, 2.2, 2.3, 2.4, 3.1, 7.1, 7.3.

MBM 5628 Evidence-Based Coaching

This course provides students with an extensive overview of the foundational coaching competencies and skills as defined by the International Coach Federation (ICF), National Consortium for Credentialing Health and Wellness Coaches (NCCHWC), and Board Certified Coach (BCC) organizations. The coaching skills and competencies learned in this class can be applied to diverse contexts such as integrative health and wellness, leadership and business, and life coaching. In addition, students will gain a deeper understanding of the theories and evidence-based practices underlying various coaching approaches. This course will also provide students with basic level knowledge and skill development in group coaching and facilitation. Students who complete this course will be prepared to utilize and apply their coaching and facilitation skills within their chosen profession. This 8-week class includes two days of residential training, weekly online discussions, two written assignments, videoconferences, and a total of 24 hours of live mentor coaching practice with the instructor (total coaching practice training hours with peers = 27 hours).

[Note this is equivalent course to MBM 5630 Coaching for Health and Wellness and MBM 5631 Coaching for Health and Wellness] 3.0 credits.

Offered SP – Term A. Course Length: 8 Weeks. RC Required. No Prerequisite. Relevant Learning Outcomes: 1.4 (3), 2.1 (3), 2.3 (4), 2.4 (3), 3.2 (4), 3.3 (5), 5.1 (3), 5.2 (2), 7.1 (3).

MBM 5631 Coaching for Health and Wellness – Dietary and Nutritional Coaching

This course provides students with an extensive overview of the foundational coaching competencies and skills as defined by the International Coach Federation (ICF), National Consortium for Credentialing Health and Wellness Coaches (NCCHWC), and Board Certified Coach (BCC) organizations. The coaching skills and competencies learned in this class can be applied to diverse contexts such as integrative health and wellness, leadership and business, and life coaching. In addition, students will gain a deeper understanding of the theories and evidence-based practices underlying various coaching approaches. This course will also provide students with basic level knowledge and skill development in group coaching and facilitation. Students who complete this course will be prepared to utilize and apply their coaching and facilitation skills within their chosen profession. This is a highly interactive and experiential class. This course will also provide those students interested in deepening their coaching skill set with a solid foundation to prepare them for more advanced courses in coaching. 3.0 credits. Offered SP – Term A. Course Length: 8 Weeks. No RC Required. No Prerequisite. Relevant Learning Outcomes: 1.4 (3), 2.1 (3), 2.3 (4), 2.4 (3), 3.2 (4), 3.3 (5), 5.1 (3), 5.2 (2), 7.1 (3). [Note, if students are seeking the Saybrook University Certificate in Integrative Wellness Coaching, they must participate in the MBM 5628 with a two-day RC requirement.]

MBM 5632 Intermediate Coaching

This intermediate level coaching course is designed to strengthen the core coaching competencies taught in the foundational MBM 5628 Evidence-Based Coaching course. In addition, students will be

introduced to intermediate and advanced coaching skills such as process coaching and mind-body approaches that are relevant for integrative wellness coaching. Students will continue to deepen their knowledge and understanding of integrative wellness coaching, as well as strengthen their ability to self-coach and practice personal self-care. Students will also be required to assess a specific coaching niche within an identified setting to include medical, community health and wellness, private practice, corporate wellness, or executive coaching. The information from this assessment will be used in future coursework to develop a coaching implementation plan and to recruit practice coaching participants for the Advanced Coaching Practicum. This course includes a total of 26.5 hours of live mentor coaching practice with the instructor (total coach training practice hours with peers = 29.5). 3.0 credits.

Offered SU – Term A. Course Length: 8 Weeks. No RC Required. Prerequisite: 5628 or 5629 or 5630.

Relevant Learning Outcomes: 4.1 (4), 4.2 (4), 5.1 (4), 5.2 (4), 5.3 (4), 5.4 (4), 6.1 (3), 6.2 (3), 6.3 (3), 6.4 (3), 7.1 (3), 7.2 (3), 7.3 (3), 7.4 (3), 8.1 (3), 8.2 (3), 8.3 (3), 8.4 (3), 9.1 (3), 9.2 (3), 10.1 (4), 10.2 (4), 10.3 (4), 10.4 (4)

MBM 5635 Spirituality and Health

This course covers the principles of spiritual practices, ceremony and ritual in healing for Mind-Body Medicine Practitioners. We explore the clinical implications of research on spirituality and examine how the spiritual potential of mind-body medicine has been demonstrated in clinical practice. We consider how practitioners can be therapeutic with clients/patients from disparate belief systems. We study indigenous healing from Native America, Africa, India and the Caribbean as well as pagan approaches to healing. Students learn the emotional, spiritual and physical health benefits of spiritual practices as well as the therapeutic skills necessary to integrate spirituality into clinical practice. Students intellectually study and experientially practice several spiritual techniques and create ritual and ceremony to assist them in becoming effective integrative Mind-Body Medicine practitioners. 3.0 credits.

Offered FA – Term A, SU Term A. Course Length: 8 Weeks. No RC Required. No Prerequisite. Relevant Learning Outcomes: 1.2 (3), 2.1 (2), 2.2 (3), 2.4 (3), 3.1 (3), 3.2 (3), 5.2 (3), 5.3 (3), 6.1 (3).

MBM 5640 Psychophysiology

This course introduces the scientific study of psychophysiology, and a variety of approaches to investigating mind-body phenomena. The course reviews the psychophysiology of the human stress response, and the applied fields of cardiovascular behavioral medicine and psychoneuroimmunology. Students will learn basic principles in psychophysiology and review psychophysiological research on several systems in the body. Students will learn a variety of research strategies for investigating mind-body interactions, including the use of psychophysiological monitoring, neuro-imaging, and biological markers, such as salivary cortisol, Interleukin 1-B, and blood sugar. Students will review representative research studies in several areas of psychophysiology, understand the research strategies, and learn to critically evaluate the research findings. Students will complete a research paper on a self-selected topic in psychophysiology. The course offers an opportunity to explore mind-body relationships through an overview of theory and a review of empirical findings. 3.0 credits.

Offered SU – Term A. Course Length: 8 Weeks. No RC. No Prerequisite. Relevant Learning Outcomes: 1.2 (3), 2.1 (3), 2.2 (3), 7.1 (3), 7.3 (3).

MBM 5645 The Human Energy Field and Energy Medicine

This course explores health and healing according to an energetic perspective that has roots in ancient healing practices. Today this field, known as energy medicine, is experiencing rapid growth, including a proliferation of energetic therapies and an accumulation of research. An overview of the human energy field and a presentation of some of the key energy medicine modalities, both diagnostic and therapeutic, constitute most of the course. The course reviews the main systems of energy medicine from indigenous medicine, including hands-on and distant healing, the energetics of Oriental medicine and Ayurveda, homeopathy, healing with light and color, and sound therapy, as well as historical and philosophical concepts of a life energy. The course also examines contemporary modalities and their scientific foundations including electromagnetic field applications, phototherapy, energy psychology, and measurement of subtle energies and bioenergetic effects. The biofield, the role of emotions and conscious intent, and living systems theory are developed as scientific explanatory concepts underlying energy medicine. 3.0 credits.

Offered SU – Term A. Course Length: 8 Weeks. No RC Required. No Prerequisite. Relevant Learning Outcomes: 4.1 (4), 4.1 (5), 4.2 (3), 4.3 (4), 7.1 (4).

MBM 5655 Mindfulness and Meditation in Health

Mindfulness is the ability to have non-judgmental awareness of events as they unfold moment by moment. Mindfulness is a fundamental and ancient component of many Eastern and Western spiritual traditions. In recent years, there has been substantial research on the use of mindfulness in the treatment of medical conditions and mental disorders, as well as its application in healthcare, education and the workplace. This course is both theoretical and experiential. Students learn about and discuss the origins of mindfulness practices, the modern scientific underpinnings of mindfulness research, and multiple applications of mindfulness in medicine, healthcare and society. Students learn and are supported in the personal development of a simple mindfulness practice. Students' personal experiences are the basis for understanding mindfulness as a tool for stress management, self-awareness and self-efficacy. Students are also encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life. 3.0 credits.

Offered FA – Term A. Course Length: 8 Weeks. RC Required. No Prerequisite. Relevant Learning Outcomes: 1.2 (4), 2.2 (4), 2.4 (4), 3.2 (4), 3.4 (4), 4.2 (4), 5.3 (4).

MBM 5660 Foundations of Integrative Mental Health

This course introduces mental health professionals to the conceptual foundations and practical clinical methods of integrative mental health care. The course begins with a review of trends and perceptions in complementary, alternative, and integrative healthcare and how they are affecting the practice of mental healthcare. The intersecting movements of *integrated care* and *integrative mental healthcare* will be introduced. We then discuss emerging paradigms in biomedicine and non-allopathic systems of medicine, the basic sciences and consciousness research, and implications for the evolution and future of mental healthcare. Practical issues in integrative mental healthcare are then discussed including safety, cost, ethical, and legal issues. The course concludes with a review of emerging methodologies in research and clinical practice focusing on practical issues involved in planning assessment and treatment in integrative mental healthcare. At the end of this course students will understand the foundations of integrative mental healthcare and be able to develop effective, safe, and appropriate integrative strategies for evaluating and treating common mental health problems. The content of this course assumes no prior specialized knowledge or training and is intended for students with a prior Master's Degree in Social Work, Psychology, Nursing, or other mental health area. 3.0 credits.

Offered FA – Term A, SP – Term A. Course Length: 8 Weeks. RC Required. No Prerequisite. Relevant Learning Outcomes: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 4.1, 7.1, 7.2, 7.5

MBM 5661 Nutritional Foundations of Mental Health

This course provides an overview of the practical and scientific approaches to understanding the impact that food has on mental health. Topics in this course will include learning about the quality and variety of food that is available to us, its impact on mental health, and the influence that nutrition has on brain development and maintenance throughout the life cycle. 3.0 credits.

Offered FA – Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: 5660. Prerequisite.

Relevant Learning Outcomes: TBA.

MBM 5662 Whole Medical Systems: Traditional Chinese Medicine and Ayurveda

This course provides an overview of Chinese and Indian medical traditions. The course provides an opportunity for students to study Chinese Medicine and Ayurveda, and consider the relationship between these traditional medical systems and biomedicine. Students study the conceptual paradigm of each system, historical foundations, the typical physician-patient relationship, commonly used interventions in current practice, and available outcome studies assessing efficacy for common mental health disorders. This course includes four videoconferences with faculty and students, assigned readings, four brief research papers, and online discussion of assigned readings. This course will specifically look at medical traditions from the perspective of culture, including systematic correspondence and philosophical structures. How do early medical systems describe the natural world? The image of the body? Holism? What are the characteristics of Traditional Chinese Medicine and Ayurveda that inform and contribute to the modern concept of wellness? Special emphasis will be placed on the psycho-emotional aspects of Traditional Chinese Medicine and Ayurveda. 3.0 credits.

Offered SP – Term A. Course Length: 8 Weeks. No RC Required. No Prerequisite. Relevant Learning Outcomes: 1.4, 2.1, 3.1, 3.4., 4.1

MBM 5663 Advanced Integrative Psychotherapy

This course seeks to provide a rich knowledge base of the field of integrative psychotherapy that is grounded in holism and the unification of theories that complement one another in the service of each client/patient. The course will begin with an overview of the history of psychotherapy within social and cultural contexts to understand how various approaches emerged and how tensions developed in response to the disparate epistemologies. Students will then engage in thought-provoking discussions about points of view and philosophical assumptions that influence movement toward differentiation or integration. We will review the primary psychotherapeutic models, including person-centered, existential-humanistic, cognitive-behavioral, and psychodynamic. We will then compare these approaches and consider the advantages and disadvantages of their integration. We will study various models of psychotherapy integration, including eclectic, assimilative, common factors and theoretical. We will also discuss the integration of psychotherapy, CAM and mind-body approaches. Students will learn to develop and work from singular approaches to psychotherapy integration. It is hoped that this course will transform the way students think about psychotherapy, how they approach the therapeutic relationship, and how they develop flexible integrative frameworks in which individuals may reshape and recreate their lives. 3.0 credits.

Offered SP – Term B. Course Length: 8 Weeks. RC Required. Prerequisite: 5660. Prerequisite. Relevant Learning Outcomes: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1, 6.1, 7.1

MBM 5664 Somatics: Body-Oriented Approaches to Mental Health

The field of somatics includes diverse modalities, some focused on healing disease or trauma, while others direct their attention to the promotion of well-being through awareness and integration for

those with or without a specific diagnosis. Some approaches are primarily physical, though they may enter emotional and psychological realms as the memories and experiences stored in the body are touched and released. Other approaches, often referred to as somatic psychotherapy, purposely use the pathway of connection with the body to approach psychological issues. This 8-module course provides students with a basic skill-set to bring a somatic focus to their therapy sessions along with introductory knowledge about the concepts and approaches of several somatic modalities. Students will explore experiential exercises from some of the techniques with each other and with a volunteer, as well as studying the history and theories underlying these practices and the research done on these mind-body approaches to healing and well-being. 3.0 credits.

Offered FA – Term B. Course Length: 8 Weeks. RC Required. Prerequisite: none. Prerequisite. Relevant Learning Outcomes: 1.2 (4), 2.2 (4), 2.4 (3), 3.1 (4), 3.2 (5), 5.1 (4), 7.1 (3).

MBM 5667 Psychopharmacology

The course addresses the effects of psychoactive medications used in current mental health practice. The course emphasizes presenting problems and symptoms as they interface with psychoactive medications in clinical assessment, symptom evaluation, and psychotherapy, as well as referral and consultation requirements in clinical practice. The course addresses traditional and alternative integrative approaches

to psychopharmacology with sensitivity to diversity and multicultural issues. 3.0 credits.

Offered SP – Term B. Length: 8 Weeks. No RC Required. Prerequisite: none. Relevant Learning Outcomes: TBA.

MBM 5670 Foundations of Integrative and Functional Nutrition

This course presents the foundations of integrative and functional medicine- biochemical individuality, uncovering root-cause nutritional imbalances, promotion of organ reserve, food as a trigger/mediator for health conditions, personalized nutrition, and whole person-centered care. A functional approach is taken to the role of macronutrient and micronutrient sources, absorption, functions, therapeutic considerations, and safety and toxicity in health and disease. The conceptual frameworks of the nutrition care process (NCP) of assessment, diagnosis, intervention, and monitoring and evaluation (ADIME), and integrative and functional medical nutrition therapy (IFMNT), will be taught as foundational approaches to nutrition problem solving and care. This course will differentiate between the traditional, integrative, and functional medical models, as they relate to food and nutrition therapies and health and disease. Students will be asked to apply a critical inquiry framework to evaluate the medical models for best practices, scope of practice, legal and regulatory perspectives, and bioethics of applying integrative and functional nutrition in practice. Residential conference includes a four-day Professional Training Program in mind- body skills and a one-day integrative and functional nutrition agenda. 3.0 credits.

Offered FA Term A, SP- Term A. Course Length: 8 Weeks. RC Required (RC not required for Certificate students). Prerequisite: None. Relevant Learning Outcomes:

1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2 6.1, 6.3.

MBM 5671 Advanced Nutritional Biochemistry

Nutritional biochemistry is the study of nutrition and metabolism on the cellular and molecular level. Clinicians involved in integrative and functional nutrition therapy must become well versed in nutritional biochemistry in order to understand the importance of nutrients in the functions of metabolic pathways and networks, as well as their role in clinical imbalances and the pathway to aging and pathology. This course introduces the concepts in the IFMNT radial to link cellular and molecular metabolism with the integrative and functional nutrition care process. This course prepares students for MBM 5678 that will

incorporate nutrition and cellular metabolism with systems biology/physiology, genetics, and biochemical individuality. 3.0 credits.

Offered SP- Term B and Fall - Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: General Biochemistry. Relevant Learning Outcomes: 2 (3), 2.3 (2)

MBM 5672 Nutritional Perspectives from Ayurvedic Medicine

This course provides an overview of nutritional perspectives of Ayurvedic medicine. Students study Ayurvedic medicine conceptual paradigm, historical foundation, the typical physician patient relationship, commonly used interventions in current practice, and outcome studies assessing efficacy for common health disorders. Students further explore this traditional medicine system via a research paper using Ayurvedic dietary and herbal medicine interventions for the management of a specific condition or disorder. 3.0 credits.

Offered SP--Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: none. Relevant Learning Outcomes: L.O. 1. (3), 1.1 (3), 1.2 (3-4), 2. (3), 2.1 (4), 2.2 (4), 3. (3), 3.1 (3-4), 3.2 (3), 3.3 (3), 3.4 (3), 3.5 (3), 3.6 (3), 4. (3), 4.1 (3), 4.3 (3), 5. (3), 5.1 (3), 5.2 (3), 5.3 (3), 7. (3), 7.1 (3), 7.2 (2).

MBM 5673 Integrative Approaches to the Digestive System

The health of the digestive system is critical to the health of the entire body. Ancient healing traditions introduced the concept of “disease begins with the gut” and integrative and functional medicine propose “starting with the gut” as digestive health is often the necessary first step in the healing process. Food and nutrition therapy are essential parts of this process. This course builds upon MBM 5671 and 5678 and focuses on the structure and function of the digestive tract in health and disease and as it relates to food and nutrition therapy. Topics include microbiota and health and disease, gut- brain axis and health and disease, adverse food reactions (food allergies and food intolerances), autoimmune disorders as well as other systemic illnesses and digestive diseases. 3.0 credits.

Offered FA- Term A, SP- Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 5670, MBM 5691, MBM 5678. Relevant Learning Outcomes: TBA.

MBM 5675 Laboratory Assessment in Integrative and Functional Nutrition

This course introduces students to (a) advanced nutritional diagnostics and laboratory assessment, (b) the assessment of traditional lab reports from an integrative and functional nutrition perspective, and (c) highlights the role of laboratory assessment in detecting core clinical imbalances and subclinical defects that affect optimal health and healing. Students will learn to analyze and evaluate laboratory results from an integrative and functional nutrition perspective and use them as a tool for developing a nutrition care plan using case-simulation examples. Offered SP-Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: none. Relevant Learning Outcomes: TBA.

MBM 5676 Dietary Supplements and Herbal Medicine

This course examines the disease-specific and etiology-driven use of dietary supplements and herbal medicine. Students learn how to develop a risk characterization framework for clinical decision-making and patient/client informed shared decision-making. Students critically appraise the strength of the research, conduct risk-benefit analysis, and evaluate ethical considerations for use of dietary supplements and herbal medicine with adults, children, and diverse and vulnerable populations. Key knowledge areas explored include quality, purity and identity of dietary supplements, scope of practice, legal and regulatory perspectives, and bioethics of dietary supplementation. 3.0 credits.

Offered FA-Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 5670. Relevant Learning Outcomes: TBA.

MBM 5677 Integrative and Functional Nutrition: Therapeutics

This course examines chronic disease pathophysiology, as it relates to integrative and functional nutrition therapy. The course prepares students to apply the nutritional care process towards restoring function and managing core clinical imbalances and symptoms. Students learn to evaluate and compose nutrition care plans using case-simulation examples. 3.0 credits.

Offered FA- Term B, SU- Term A. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 5670, MBM 5671 or 5691; MBM 5692; and MBM 5678. Relevant Learning Outcomes: TBA.

MBM 5678 Advanced Nutritional Physiology

This course builds upon MBM 5671 Advanced Nutritional Biochemistry by connecting nutrition and cellular metabolism with human physiology/systems biology and genetics. The role of macro- and micro-nutrients in the structure and function of the body, body systems, and gene expression are discussed. Nutrigenetics and nutrigenomics in health and disease will be introduced. The concept of biochemical and genetic individuality is introduced. Concepts included in the integrative and functional medical nutrition therapy (IFMNT) radial continue to be incorporated in order to link the basic and nutritional sciences to the integrative and functional nutrition care process. Offered SP- Term A, FA Term A. Course Length: 8 Weeks. No RC Required. Prerequisite: documentation of college-level Anatomy and Physiology or MBM 5704. Relevant Learning Outcomes: 10.4 (3).

MBM 5679 Practicum in Integrative and Functional Nutrition

This course is structured to allow students to explore real-world situations related to future practice in integrative and functional nutrition. The appropriate student-identified clinical site allows students to engage practicum clients in integrative and functional nutrition therapy, dietary and nutritional counseling and health education approaches and techniques for individuals or groups. The practicum can also be arranged to pursue community nutrition, research, food systems, industry and policy practice areas. Possible practice settings include: hospitals, clinics, schools, nursing homes, community centers, wellness and fitness centers, homeless shelters, prisons, food systems, farm programs, and industry and corporate work places. A minimum of 100 supervised practice hours are required, however, students can choose how they would like to complete these hours over the course of the 8-week term period. 1.0 credits. Offered FA- Term A, SP- Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 5611, MBM 5670, MBM 5671, MBM 5677, MBM 5678, MBM 5694. Relevant Learning Outcomes: TBA.

MBM 5680 Capstone Seminar in Integrative and Functional Nutrition

This course provides students with a forum and guidance for development of their professional identity in integrative and functional nutrition. Key knowledge areas explored include future directions in integrative and functional nutrition, entrepreneurship, volunteerism, leadership, mentoring, and preparing for post-master's life. Students review and critically evaluate their master's degree coursework and their practice of integrative and functional nutrition to date. Students are challenged to identify their achievements, to set goals for continued learning and professional development, and to develop a future-focused vision of their role as a scholar-practitioner in the advancement of integrative and functional nutrition from a socio-ecological model perspective. 3.0 credits.

Offered FA- Term A, SP- Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 5679. Relevant Learning Outcomes: TBA.

MBM 5690 Complementary and Integrative Medicine

The Complementary and Integrative Medicine course extends and deepens the student's understanding of integrative medicine and health. The course reviews the professions that comprise complementary and integrative medicine and health, the treatments they provide, and their fields of practice. Several of these professions developed originally as autonomous approaches to health and healing, yet now lend themselves to a collaborative and integrative treatment approach. The 21st century patient may benefit from the most advanced mainstream medical care, supplemented by treatments adapted from any of the complementary professions. Among these professions are: naturopathy, homeopathy, chiropractic medicine, energy medicine and energy psychology, Traditional Chinese Medicine and acupuncture, Ayurveda, and massage therapy and bodywork. Offered FA – Term B. Course Length: 8 Weeks. No RC. Prerequisite: None. Relevant Learning Outcomes: 1.2 (4), 2.1 (3), 2.1 (4), 2.2 (4), 2.4 (2), 3.1 (3), 3.1 (4), 3.2 (3), 4.1 (2), 5.3 (3), 7.2 (2).

MBM 5691 Advanced Nutritional Biochemistry--Macronutrients

Understanding root cause of disease requires an understanding of cellular metabolism and the network of pathways that connect systems. This course takes an applied approach to studying how biochemical reactions of carbohydrates, lipids and proteins within the cell affect whole body health. Homeostatic mechanisms regulating macronutrient metabolism and the cellular and systemic responses to nutritional imbalances are studied in the context of several common diseases. Methods to assess macronutrient requirements and status are incorporated throughout the course. 3.0 credits. Offered SP- Term B and Fall - Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: General Biochemistry, and MBM 5670. Relevant Learning Outcomes: 2 (3), 2.3 (2)

MBM 5692 Advanced Nutritional Biochemistry--Micronutrients

This course studies the molecular, cellular and metabolic functions of vitamins and minerals and how they affect health. Clinical methods of assessing micronutrient status and the effects of deficiency or toxicity will be studied, as will the influence of genetic variability on micronutrient requirements and functions. 3.0 credits.

Offered SP- Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 5670 and MBM 5691. Relevant Learning Outcomes: 2 (3), 2.3 (2)

MBM 5694 Nutrition-Focused Physical Exam.

This course prepares students for subjective nutrition assessment, including identifying systems, signs, and symptoms that are associated with subclinical or latent disease states, and nutrition-focused physical exam indicators of macronutrient and micronutrient adequacy, insufficiency, deficiency, and excess/toxicity.

Offered SU. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 5670, MBM 5671, evidence of undergraduate Anatomy and Physiology course or MBM 5704. Relevant Learning Outcomes: 2.3 (3), 2.4 (5), 3.1(4), 4.1(3), 4.4(3), 5.2(3), 6.1(4), 7.1(3), 7.2(2), 9.1(3), 9.2(5), 10.3(4).

MBM 5695 Advanced Practicum in Integrative and Functional Nutrition

This course is designed to allow students to apply didactic learning in integrative and functional nutrition in a variety of clinical, culinary, community, research, education, or industry practice areas and professional settings to derive experiential knowledge prior to career entry. Appropriate student-identified sites may include: food systems, hospitals or clinics, counseling centers, schools and universities, nursing homes, community centers, fitness centers, wellness and yoga centers, homeless shelters, group homes, prisons, research settings, and industry settings. A minimum of 100 supervised practice hours are required for this course, however, students can choose how they would like to complete these hours over the course of the 8-week term period. 1.0 credits

Offered Term TBA. Course Length: 8 Weeks. No RC Required. Prerequisite: MBM 5679. Relevant Learning Outcomes: TBA.

MBM 5703 General Biochemistry

This course provides a comprehensive overview of biochemistry, including structure, molecular function, and the regulation of cellular metabolism of proteins, carbohydrates, lipids, nucleic acids, and other biologically important compounds, with integration into overall anabolic and catabolic metabolic processes. MBM 5703 General Biochemistry satisfies the General Biochemistry basic sciences requirement for the master's degree program in Integrative and Functional Nutrition, and the course prerequisite for MBM 5671 Advanced Nutritional Biochemistry. 3.0 credits.

Offered: FA -- Term B/SP -- Term B. Course Length: 8 Weeks. No RC Required. Prerequisite: No. Relevant Learning

Outcomes: 2.4 (2), 6.1 (2), 6.3 (2), 10. (2), 10.1 (3), 10.2 (2), 10.3 (2), 10.4 (2)

MBM 5704 Anatomy and Physiology

This course provides a comprehensive overview of the anatomy and physiology of the skeletal, muscular, cardiovascular, digestive, endocrine, nervous, respiratory, immune, urinary, reproductive, and integumentary systems, and their interrelationships. MBM 5704 Anatomy and Physiology satisfies the Anatomy and Physiology basic sciences requirement for the master's degree program in Integrative and Functional Nutrition, and the course prerequisite for MBM 5678 Advanced Nutritional Physiology. 3.0 credits.

Offered: FA -- Term A/SP -- Term A. Course Length: 8 Weeks. No RC required. Prerequisite: No. Relevant Learning Outcomes: 4.1 (3)

MBM 8100 Independent Study

This course facilitates an individualized course of study for a student, outside the standard curriculum. The course objectives, readings, and assignments are negotiated between an instructor and a student, and approved by the Dean of the College. The credit load for this course is also negotiated between the student and the instructor, and approved by the Dean. The student must complete approximately 45 hours of directed studies for each assigned credit hour. 1.0-4.0 credits.

Offered: Any Term. Course Length: 8 Weeks/16 Weeks. No RC Required. Prerequisite: No. Relevant Learning Outcomes: To be negotiated by student and instructor.

MBM 9011 Methodology Critique Candidacy Essay

In this course, each doctoral student identifies a past dissertation which researches a topic closely related to that topic the student intends to research in his/her dissertation, and which also utilizes a research design close to that which the student intends to adopt. The student then conducts a critical reading of the selected dissertation, and identifies strengths and weaknesses in the author's execution of the doctoral research. This critique essay assists students in sharpening their understanding of research method, and enables students to identify principles and practices they wish to utilize in their own future dissertation research. 3.0 credits.

Offered all terms. Course Length: 8 Weeks. No RC Required. Prerequisites: MBM 5540, 5538, 5548, 5553 or 5556, 5539, 5549, 5554, 5557, 5558, and 5555. Relevant Learning Outcomes: TBA.

MBM 9201 MS Project Research

The student forms an MS project committee, consisting of a chair and one committee member. The student develops a proposal for an action project or demonstration project in the field of mind-body

medicine, integrative health, or related field. The student presents the proposal to the MS Committee for approval, implements the project, and presents a project summary to the MS Committee. The project process culminates with a project conference and approval of the final document. (MS Projects do not involve human subjects as participants or key/expert informants. See MBM 9401 MS Thesis if including human subjects in the research design.) 3.0 credits.

Offered all terms. Course Length: Varies. No RC Required. Prerequisite: All required coursework and 5583. Relevant Learning Outcomes: TBA.

MBM 9401 MS Thesis Research

The student forms an MS thesis committee, consisting of a chair and one committee member. The student develops a proposal for a research-based thesis in the field of mind-body medicine, integrative health, or related field. The student presents the proposal to the MS Committee for approval, submits an application to the Saybrook Institutional Review Board assuring that any human participants are safeguarded, implements the research, and presents a written thesis document to the MS Committee, summarizing the research design, implementation process, and research results. The thesis process culminates with a thesis conference and approval of the final document. (MS Theses involve human subjects as participants or key/expert informants. See MBM 9201 MS Project if not including human subjects in the research design.) 3.0 credits.

Offered all terms. Course Length: Varies. No RC Required. Prerequisite: All required coursework and 5583. Relevant Learning Outcomes: TBA.

MBM 9501 PhD Dissertation Proposal

The student forms a doctoral dissertation committee, composed of a chair and two committee members, including faculty members with relevant area knowledge or research knowledge. Working closely with the dissertation chair, the student develops a dissertation proposal, which is reviewed and approved by the committee. 3.0 credits.

Offered all terms. Course Length: Varies. No RC Required. Prerequisite: All required coursework for degree. Relevant Learning Outcomes: TBA.

MBM 9601 PhD Dissertation Research

The student obtains approval of the Saybrook Institutional Review Board to conduct the research, following guidelines to protect any human participants in the research. The student works closely with the chair and the committee to execute the research, analyze any resulting data, and formulate a written dissertation document. The dissertation process culminates with a dissertation conference and approval of the final document. 3.0 credits.

Offered all terms. Course Length: Varies. No RC Required. Prerequisite: All required coursework and 9501. Relevant Learning Outcomes: TBA.

Department of Counseling
2015/2016 Catalog - Course Descriptions

Courses are identified and organized by degree programs: MA, Counseling and MA, Psychology – Counseling Specialization. Not all courses are offered every semester. See Program Descriptions and Requirements section of the Department of Counseling section of this catalog.

Area Abbreviation Index:

COUN - Counseling

MFT - Marriage & Family Therapy and Professional Clinical Counseling

SCO – Seattle Counseling

MA, Counseling

COUN 2010 Structure & Dynamics of the Family

This course provides theoretical and phenomenological overview of the changing nature of family structures and dynamics through lifespan and intergenerational perspectives. The course explores the dynamics of human systems, processes in adaptation, and integrative approaches in systems interventions. The course emphasizes case description, historical and developmental perspectives, theoretical models in systems formulations, and integration of cultural and social structures in contextual dynamics. 3 credits

COUN 2025 Counseling Theories

This course explores four broad categories into which the types of therapy fall: a) psychodynamic; b) behavioral and cognitive-behavioral; c) existential, humanistic, and transpersonal; and d) family systems approaches. The course surveys the history and development of each school and its views on human nature, psychological health, normal development, psychopathology, and approaches to intervention. 3.0 credits

COUN 2031 Assessment & Testing

This course emphasizes humanistic perspectives in administration, interpretation, and reporting of assessment measurements using standardized empirical and phenomenological approaches. The course emphasizes clinical issues in reliability and validity, standardization and instrumentation, cultural and population specificity, and individual and contextual applications. The course provides an overview of ethics, testing objectives, and clinical implications in assessment settings. The course provides an overview of historical perspectives and theoretical models in assessment formulation. 3 credits

COUN 2050 Psychopathology and Diagnosis

This course provides a critical overview of major schools of thought that have shaped modern thinking about various aspects of psychopathology (e.g. behavioral, biophysical, intrapsychic, phenomenological, and social) with attention to current diagnostic criteria of the DSM in relation to societal determinants of functional and dysfunctional behavior. Consideration is given to etiology, development, pathological patterns, psychotherapy, and critical evaluations of the field. Dysfunctional behavior is studied in the larger context of adaptation, self-actualization, and the development of human capacities. 3.0 credits

COUN 2060 Human Sexuality

Human Sexuality presents an investigation of sexuality within the larger context of the human experience. Emphasis is placed on the study of human sexual development, dimensions of sexual behavior, sex education, health issues, sex therapy, and cultural, ethical, spiritual and legal aspects of sexuality. The course emphasizes applications in clinical work with individuals and couples. 3 credits

COUN 6020 Lifespan Development

The processes and significant transition points for child, adolescent, and adult development are considered in this class. Classic and contemporary theories of development through lifespan, including some modern western perspectives, are contrasted by examining their principal concepts and uncovering their assumptions about what motivates and influences development. Topics such as mother-infant attachment, sex-role socialization, cognitive and moral development, reciprocal effects in parent-child interaction, higher stages of adult development, and the revolutionary impact of feminist theory and research on classic models of development are emphasized. 3.0 credits

COUN 2400 Pre-Practicum Pro-Seminar

This course introduces and follows the student through pre-degree Practicum search and preparatory coursework. The course addresses issues in practicum placement with emphasis in professional development. Emphasis is placed on the individual student's clarification of licensing requirements and formulation of degree course plan. This course emphasizes acculturation of the student into the clinical mental health profession. Students enroll in this course in multiple semesters: A, B, C, D. The course is required each semester the student is enrolled in pre- practicum courses. 15 Contact Hours; 0 credits

COUN 2401 Practicum/Internship Pro-Seminar

This course provides a residential experience to accompany students' field experiences in Practicum, Internship 1, 2 and 3. The course addresses issues in practicum and internship training with emphasis in professional development. This course emphasizes acculturation of the student into the clinical profession of clinical mental health counseling. Additionally, the course addresses issues that emerge during practicum and internship in an intensive face-to-face group training environment. Supervision around ongoing cases, practice and refinement of clinical skills and opportunities for development of self-as-counselor are provided. Students enroll in this course in multiple semesters: A, B,C, D corresponding to each semester the student/trainee is enrolled in Practicum or Internship courses. 15 Contact Hours; 0 credits

COUN 2500 Basic Counseling Skills

This course develops foundational clinical skills for professional work with individuals, couples, families, and groups. The course integrates humanistic theories and techniques with emphasis on self-exploration toward cultivating professional development of the counselor and psychotherapist. The course introduces foundations in clinical theory including stages of therapy, diagnostic assessment, and therapeutic intervention. The course focuses therapeutic practices including skills in developing the therapeutic container and alliance, empathic listening and reflection, unconditional positive regard, recognition of boundaries and therapeutic frame, exploration of self, sensitivity to diversity and

multicultural issues, and capacity to embody an authentic sense of self as a counselor and psychotherapist. 3 credits

COUN 2505 Psychopharmacology

Students develop a foundational understanding in psychopharmacology important to client-oriented clinical practice in counseling. Students develop skills in forming a collaborative team with the client and the prescribing health professional. The course surveys fundamental diagnoses that may be accompanied by psychotropic medications and methods to help clients monitor medication effectiveness. The course emphasizes psychoactive medications within a biopsychosocial understanding of the client. 3 credits

COUN 2510 Relationship and Family Intervention

This course addresses philosophies and models of therapeutic intervention with couples and families. There is also a section on working with children, emphasizing work with children that include a family perspective. This course builds theoretical understanding and therapeutic skills and enlarges foundations introduced in the pre-requisite courses "Basic Counseling Skills" and "Structure and Dynamics of the Family." 3 credits

COUN 2531 Group Counseling and Psychotherapy

This course examines philosophies and models of group counseling and psychotherapy. The course has four fundamental goals. The first is a critical analysis of contemporary theories and models of group counseling and psychotherapy. The second is to be able to identify the theories and therapeutic group approaches that best fit the context and nature of the clinical requirements and are congruent with the personality and values of the counselor and the clients. A third goal is developing sensitivity to the many ways in which one's values and beliefs impact one's choice of interventions. A fourth goal is to encourage reflection regarding how the insights of different approaches may be applied in a group context within a humanistic framework. 3 credits

COUN 2532 Career Development and Counseling

This course is designed for students to gain an overview of career development theories, procedures and techniques in career counseling and career assessment tools. Empirically-based theories and counseling interventions are reviewed and examined in the context of working with diverse populations across counseling settings. 3 credits

COUN 2555 Advanced Child and Adolescent Therapy

This course is designed to build upon the Lifespan course. In this course, students will explore how development, families, and sociopolitical issues impact children and adolescents. The course emphasizes clinical skills and therapeutic interventions for working with children, adolescents and their families in clinical, school, and community settings. 3 credits

COUN 2560 Multiculturalism and the Family

This course explores psychological approaches in social constructs and emphasizes the following factors in individual and family development: language, acculturation, economics, race, class, gender, sexual identity, sociopolitical factors, child-rearing practices, family structure, religious traditions, cultural values and attitudes. The course focuses clinical issues of cultural competence in the context of ethics, laws, and regulations that define cultural awareness in counseling. 3 credits

COUN 2561 Substance Abuse and Behavioral Addictions

This course provides foundational knowledge for conceptualizing, assessing, and treating substance abuse and compulsive behavioral disorders. The course examines the neurobiology of drug use and compulsive behavior within the prevailing models of addiction. The course develops understanding of drug use and addictive behavior as a biopsychosocial phenomenon that impacts individuals and communities. The course investigates the interactive process of motivating individuals for change across models of compulsive behavior, and explores treatment approaches with individuals in addiction. The course addresses ethical issues that arise in working with individuals with addictions. 3 credits

COUN 2562 Crisis and Trauma Intervention

This course describes biological, emotional, and cognitive processes of traumatic stress and examines the nature of PTSD and other diagnoses associated with exposure to traumatic stressors. The course explores social, cultural, developmental, physiological, and psychological factors in relation to vulnerability, resiliency, and recovery. Cultural sensitivity and the importance of client advocacy and working with consumer groups in aiding recovery are emphasized. The course explores stages of assessment, intervention, and recovery in relation to early attachment, physiology, and resiliency. 3 credits

COUN 2650 Professional Orientation and Ethical Practice

This course focuses understanding on ethical and legal issues involved in the conduct of working with individuals, groups, couples and families. The course emphasizes ethical and legal principles in clinical counseling, group counseling and couples and family therapy and research and evaluation. Students examine the codes of ethics of professional counseling and marriage and family therapy associations and state/provincial laws and regulations governing mental health professions. Students develop understanding of their own attitudes and perspectives on ethical dilemmas in clinical work and research. 3 credits

COUN 7500 Graduate Colloquium

This course serves as a resource and advising cohort and mentoring colloquium to provide support for students who are beginning their graduate program. The course is divided into Part A for first semester students and Part B for second semester students, and Part C for third semester students. 0 credits

COUN 8152 Practicum

This is the first of three required 3-unit field experience training courses. An approved field placement, liability insurance and enrollment in the practicum course are required. This is the first major field experience in the MA in Counseling program that requires students to provide direct counseling services at an approved mental health site. It is expected that Practicum students will work under close supervision at all times and that they will have the opportunity to work with individuals, couples, families and groups whenever possible. Practicum consists of a minimum of 100 hours of field experience including provision of 40 hours of direct counseling services. The Practicum also includes a minimum of 1 hour of weekly individual or triadic on-site supervision (one hour for every five direct hours for CA students), an average of 1.5hrs/week of university supervision, and periodic consultations between site supervisor and university faculty to assess progress and refine goals. The primary emphasis of the Counseling Practicum is on professional identity development and the development and application of counseling skills. 3 credits

COUN 8153 Internship 1

This is the second of three required 3-unit field experience training courses. An approved field placement, liability insurance and enrollment in the internship course are required. It is expected that Internship students will work under close supervision at all times and that they will have the opportunity to work with individuals, couples, families and groups whenever possible. Internship 1 consists of a minimum of 300 hours of field experience including provision of 120 hours of direct counseling services. Internship 1 also includes a minimum of 1 hour of weekly individual or triadic on-site supervision (one hour for every five direct hours for CA students), an average of 1.5hrs/week of university supervision, and periodic consultations between site supervisor and university faculty to assess progress and refine goals. The primary emphasis of Internship 1 is on a more complete immersion in the role of mental health counselor, continued self-reflection, and refinement of ethical and multiculturally competent practice. 3 credits

COUN 8154 Internship2

This is the third of three required 3-unit field experience training courses. An approved field placement, liability insurance and enrollment in the internship course are required. It is expected that Internship students will work under close supervision at all times and that they will have the opportunity to work with individuals, couples, families and groups whenever possible. Internship 2 consists of a minimum of 300 hours of field experience including provision of 120 hours of direct counseling services. Internship 1 also includes a minimum of 1 hour of weekly individual or triadic on-site supervision (one hour for every five direct hours for CA students), an average of 1.5hrs/week of university supervision, and periodic consultations between site supervisor and university faculty to assess progress and refine goals. The primary emphasis of Internship 2 is to continue to refine the goals of Internship 1, and to evidence more sophisticated case conceptualization and integration of theory in to practice and increasingly evidence competence for more independent practice. 3 credits

COUN 8155 Internship 3

This course is required for those students needing to accrue additional field placement hours to meet the pre-degree field experience requirements for their home state. An approved field placement, liability insurance and enrollment in the internship course are required. It is expected that Internship students will work under close supervision at all times and that they will have the opportunity to work with individuals, couples, families and groups whenever possible. The hours required for Internship 3 are determined in consultation with the Director of Clinical Training to assure alignment with state requirements. Internship 3 also includes a minimum of 1 hour of weekly individual or triadic on-site supervision (one hour for every five direct hours for CA students), an average of 1.5hrs/week of university supervision, and periodic consultations between site supervisor and university faculty to assess progress and refine goals. The primary emphasis of Internship 3 is to continue to refine the goals of Internship 2, and to increasingly evidence competence for more independent practice. 3 credits

COUN 8156 Clinical Inter-Session

This course is required for students who have not completed their hours during the regular fall, spring, or summer semester and have less than 60 hours remaining to complete. An approved field placement, liability insurance and enrollment in the clinical inter-session course are required. It is expected that Clinical Inter-session students will work under close supervision at all times and that they will have the opportunity to work with individuals, couples, families and groups whenever possible. The hours required for Clinical Inter-session are determined in consultation with the course instructor to assure completion of outstanding hours. Clinical Inter-Session also includes a minimum of 1 hour of weekly

individual or triadic on-site supervision (one hour for every five direct hours for CA students), an average of 1.5hrs/week of university supervision, and periodic consultations between site supervisor and university faculty to assess progress and refine goals. The primary emphasis Clinical Inter-session is to provide continuity and a supportive educational environment for students who do not complete required hours during the regular academic semester. 0 credits

COUN 9100 Comprehensive Exam

The MFT Comprehensive Exam requires an individual tutorial with the examining faculty as a capstone for the MA in Counseling. The examination process requires demonstrated understanding of clinical foundations, therapeutic skills, and applications in clinical evaluation and crisis management; treatment plan and treatment interventions; ethics, law, and professional standards; systemic and integrative therapeutic models; and therapeutic alliance. 0 credits

COUN 9200 Master's Project

The Master's Project is designed for students who wish to do a capstone specialty study in a chosen topic under the mentorship of a faculty chair. The project is designed as a review of literature and examination of applications and evidence-based practice in a chosen area of inquiry. Students who wish to conduct a research study requiring participant interviews must register for RES 9200, Master's Project or RES 9400. Master's Thesis. 3 credits

MFT 2011 Advanced Systems Theory

This course provides an in-depth study of systems theories and transformational models applicable to community and family life. Students will learn to think in systems terms on a number of levels across a wide variety of family structures and a range of presenting problems, taking into account external societal influences. Skills in systemic and transformational interventions within an intercultural context will be acquired. 3 credits

MFT 2540 Advanced Couples Therapy

This course is designed for study in greater depth of major theories of couple relationships and relevant issues arising in partnering and parenting. The course emphasizes clinical skills and therapeutic interventions for working with couples in clinical and community settings. 3 credits

MFT 2550 Advanced Family Therapy

This course is designed for study in greater depth of major theories of family therapy and relevant issues arising in intergenerational relationships. The course emphasizes clinical skills and therapeutic interventions for working with families in clinical and community settings. 3 credits

Experiential Series:

This series of hands-on courses focuses on development of clinical skills. These courses are part of the required Residential Conference attendance. They are offered sequentially and paired with online semester courses. Students take one of these courses for each RC they attend.

COUN 2701 Experiential: Basic Counseling Skills

The course provides experiential focus for basic parameters and clinical skills needed in preparation for professional work with individuals, couples, families, and groups. The course presents foundations of growth-oriented therapeutic theories and techniques further developed in the co-required course: COUN (CO) 2500, Basic Counseling Skills. The course emphasizes personal and interpersonal practices including building therapeutic relationship, creating the therapeutic container, developing empathic

listening and reflection, recognizing boundaries, developing multicultural sensitivity, and embodying authentic sense of self in the therapeutic alliance. 15 Contact Hours; 0 credits

COUN 2702 Experiential: Structure & Dynamics of the Family

This course supports the course description for COUN 2010: This course provides theoretical and phenomenological overview of the changing nature of family structures and dynamics through lifespan and intergenerational perspectives. The course explores the dynamics of human systems, processes in adaptation, and integrative approaches in systems interventions. The course emphasizes case description, historical and developmental perspectives, theoretical models in systems formulations, and integration of cultural and social structures in contextual dynamics. 15 Contact Hours; 0 credits

COUN 2703 Experiential: Crisis & Trauma Intervention

This course supports the co-required course COUN 2562. The course explores social, cultural, developmental, physiological, and psychological factors in relation to vulnerability, resiliency, and recovery. Cultural sensitivity and the importance of client advocacy and working with consumer groups in aiding recovery are emphasized. The course explores stages of assessment, intervention, and recovery in relation to early attachment, physiology, and resiliency. This experiential course will also provide time to reflect on individual responses to trauma and ways to be authentic when working with clients in trauma. 15 Contact Hours; 0 credits

COUN 2704 Experiential: Relationship & Family Intervention

This course is the companion course to COUN 2510. It addresses philosophies and models of therapeutic intervention with couples and families. This course builds theoretical understanding and therapeutic skills and enlarges foundations introduced in the pre-requisite courses "Basic Counseling Skills" and "Structure and Dynamics of the Family." 15 Contact Hours; 0 credits

COUN 2705 Experiential: Group Counseling & Psychotherapy

This course is the required course for the full semester course COUN 2531. During this RC experiential, students will have an opportunity to be a part of a group in order to gain a broader understanding of the group process, how it feels to be a group member, and what it is like to facilitate group work. 15 Contact Hours; 0 credits

COUN 2706 Experiential: Child & Adolescent Counseling

This course is designed to add to the full semester course, COUN 2555. In this course, students will explore how development, families, and sociopolitical issues impact children and adolescents. The course emphasizes clinical skills and therapeutic interventions for working with children, adolescents and their families in clinical, school, and community settings. 15 Contact Hours; 0 credits

Special Populations Series:

Focusing on selected populations, these courses provide overview of pertinent research and clinical issues for clinicians. These are offered as workshops during the student RCs. Students take one or more workshop per RC.

MFT 2640 Special Populations: Partner Abuse and Domestic Violence. 15 hours

MFT 2639 Special Populations: Severe Mental Illness & Developmental Disorders. 15 hours

MFT 2539 Special Populations: Child Abuse Assessment and Reporting. 7 hours.

MFT 2544 Special Populations: Mental Health Recovery. 15 hours.

MFT 2538 Special Populations: Aging and Long-Term Care. 15 hours

COUN 2709 Introduction to Mental Health Counseling. 7 hours

COUN 2709 Introduction to Mental Health Counseling

This course introduces students to the field of Mental Health Counseling. Topics covered include the basics of clinical work, case notes, consolation, and types of environments counselors often work in. Attention will also be paid to reviewing the ACA ethical code, the different organizations within the field. Students will also have an opportunity to explore the type of counseling they might want to do, how they seem themselves working in the field, and any roadblocks they may face. 7 contact hours

MFT 2402 Clinical Case Conference

This course introduces and follows the student/trainee through pre-degree Practicum training. The course emphasizes clinical competency skills as described by ACA, AAMFT and Program objectives. The course addresses steps in clinical diagnosis, case formulation, treatment planning, and documentation; issues in ethical, legal, and risk-management; decisions in theoretical approaches and interventions; and evaluation of evidence-based practice and client outcomes. The course emphasizes issues in professional development. Students may enroll in this course in multiple semesters: A, B, C, and D. The course is required each semester the student is not enrolled in a Residential Conference Special Populations intensive. 7 Contact Hours; 0 credits

MFT 2538 Aging and Long-Term Care

The course goal is to broaden understanding and develop effective approaches to individual and social issues associated with aging. The course emphasizes a multi-perspective approach to aging and the challenges an aging population presents to administrators and clinicians. The course explores interventions associated with aging, mentoring in society, the renewal of eldership in society, and a paradigm for aging in place. 15 Contact Hours; 0 credits

MFT 2539 Child Abuse Assessment and Reporting

This course will review the signs of physical abuse, sexual abuse, emotional abuse and neglect, with special attention to cultural context. The course is designed to satisfy Child Abuse Assessment and Reporting for MFT and Clinical Psychology (7 contact hours) and requirements for MFT licensure (3 contact hours) covering issues of elder abuse with additional emphasis on financial abuse. 7 Contact Hours; 0 credits

MFT 2541 Professional Standards in Counseling and Psychotherapy

This workshop provides foundations in professional standards in counseling and psychotherapy. The workshop emphasizes issues in development of competencies as outlined by the American Association of Marriage and Family Therapists. The workshop addresses professional expectations for practicum training and intern requirements. The workshop emphasizes professional development for students at beginning as well as advanced levels of competency skills. 5 Contact Hours: 0 credits

MFT 2543 Case Formulation, Diagnosis, and Intervention

This workshop provides foundations in developing an overview of clinical issues important in diagnosis, goals and outcomes, treatment planning, and formulation and documentation of client experience in

therapy and counseling. Students may enroll in this course in multiple semesters: A, B, C. 10 Contact Hours: 0 credits

MFT 2544 Mental Health Recovery

This workshop provides developing clinicians with a broader and deeper understanding of those they will be serving. By inviting mental health advocates to join the conversation, stigma and stereotypes are identified and addressed. Cultural competency, recovery-oriented care, resiliency, case management, and systems of care are emphasized. 15 Contact Hours; 0 credits

COUN 2710 Special Topic Workshop: Criminalization of the Mentally Ill

This course will provide an overview of the significant and overwhelming problems of the criminalization of the mentally ill in the U.S. The course will explore the historical contexts and mental health policies that have left persons with severe mental illness undertreated and at an increased risk for incarceration. Cases will be reviewed to illustrate the complexity of the issue as well as to examine the potential opportunities for clinical interventions. 10 Contact Hours; 0 credits

MFT 2640 Partner Abuse and Domestic Violence

This course provides an overview of intimate partner violence, the development of violence against women as a social issue, and the responses developed by activists, therapists, and community and government agencies. It covers important issues and controversies, including obstacles in determining rates of prevalence; theories and research about causation, especially with regard to gender and culture; and individual and societal intervention and prevention efforts. Understanding these topics is important for advocates, community organizers, and researchers and demonstrating competency in many of these areas is required by various licensing boards for therapists and counselors. Students can focus on research and/or practice in various areas: men's violence against women, female perpetrators, same sex or adolescent relationship violence, victim and family services, programs for perpetrators, and community-based prevention programs. 15 Contact Hours, 0 Credits

MA, Psychology, Counseling Specialization (Saybrook Seattle program)

SCO 5064 Group Therapy

Studies of theoretical and experiential understandings of group purpose, development, dynamics, counseling theories and methods. Theoretical and practical emphasis on group process, interpersonal dynamics in the group, and the development of group leadership competencies based on both interpersonal skills and an awareness of depth psychology and group process. 2 credits

SCO 5065 Counseling Theory

Studies of basic theories, principles and techniques of counseling and their application to professional counseling settings. Attention is given to the systems approach and models of therapy based on the systems paradigm (e.g., Bowen Therapy, Structural Therapy) as well as the more common models used in clinical practice (e.g., Cognitive Behavior Therapy, Time Effective Therapy, Psychodynamic Therapy) 2 credits

SCO 5066 The Helping Relationship

Studies that provide an understanding of counseling/consultant characteristics that influence the helping process (age, gender, ethnic factors, etc.); essential interviewing and counseling skills for developing a therapeutic relationship, set goals, maintain boundaries, evaluate client outcome and termination. Focus on the basic intrapersonal and interpersonal skills of facilitating an effective and safe relational conversation in therapy. 2 credits

SCO 5067, SCO 5073, SCO 5080 & SCO 5087 The Self of the Therapist I, II, III & IV

There has been a considerable emphasis on the “self of the therapist.” This course examines the conventional process of counter-transference in therapy, highlighting the importance of studying one’s family of origin history. The primary focus of this course is on the interpersonal relationship between the therapist and the client—the competencies, process, skills critical in helping therapy move effectively toward a good outcome. Dealing with resistant clients and other therapeutic challenges are examined. Multiple approaches to the “use of self” are examined in this course. This course is conducted at every residential conference through the two years. 1 credit each

SCO 5068 & SCO 5081 Group Leadership I & II

This course emphasizes the leadership skills and competencies of the group leader. A review of core group membership skills and frameworks for understanding group process and development are also emphasized. Developing general competencies of interpersonal behavior in group members is considered a core developmental challenge. 1 credit each

SCO 5069 Human Growth, Development, and the Family Life Cycle

Studies that provide an understanding of the nature and needs of individuals at all developmental levels, from birth to old age. Different developmental models are reviewed with an emphasis on development within the family life cycle. Stresses the complex developmental relationships among individuals in the family. Individually oriented content adapted to a systems paradigm. Stress on the life-cycle of the family and its modifications over time (first child, adolescent sexual development, leaving home, etc.) The clinical

implications of using developmental models in treatment planning are emphasized. 2 credits

SCO 5070 Couple and Family Therapy—Theory I

This is the first of three clinical theory courses in the “clinical sequence” which includes both theory courses and technique courses focusing on the application of theory in clinical practice with individuals, couples, and families. The three “theory” sections in the clinical sequence review primary therapeutic models in clinical practice. The models reviewed in this course include Emotion-Focused Therapy (EFT), models associated with Intergenerational Theory (Bowen Therapy, Contextual Therapy, and Object Relations Therapy), theories relevant to working with children and adolescents, and models based on neurobiology. The underlying systemic paradigm shapes the thinking and practice of all the models presented. 2 credits

SCO 5071 Couple and Family Therapy—Technique I

This is the first of three clinical “technique” courses in the “clinical sequence” which includes both theory and technique courses. In the “technique” courses, the models discussed in the theory sections are examined for the clinical principles and techniques associated with each of the models. Multiple practica are used to practice the models in working with individuals, couples, and families with all age groups—children, adolescents, and adults—and with a variety of developmental and clinical challenges. The link between assessment and interventions is utilized in designing treatment strategies. The practica include “Snags and Solutions” (examining challenges in therapy including the therapist’s countertransference), “The Family Practica” (exploring different approaches to child referred cases using a systems approach), and the “Acceptance and Commitment Practicum” (techniques based on the ACT model of therapy). 2 credits

SCO 5072 Professional Ethics and Law

Studies of the following aspects of professional functioning: history and philosophy of the counseling profession; professional roles and relationships with other human service providers, credentialing, advocacy processes, ethical and legal considerations in professional Counseling. Emphasis will be placed on the fundamental ethics and laws governing clinical practice, including some of the new developments in technology and its use in clinical practice. 2 credits

SCO5074 & SCO5088 Social and Cultural Diversity I & II

Studies that provide an understanding of the cultural context of relationships, issues and trends in a diverse society. Includes such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, family values, education, religious and spiritual values, socio-economics status, etc. 1 credit each

SCO 5075 Psychopathology

This course briefly reviews the history of mental illness as described across time and different social contexts. Attention is given to the major classifications of mental illness, diagnostic criteria, differential diagnoses, and controversies around the use of diagnostic classifications. The use of the DSM is explained with brief training on how to use the DSM in clinical practice. One section of this course is dedicated to reviewing psychopharmacological resources related to particular pathologies. A systemic paradigm

is used to help elucidate a multi-modal approach in assessing individuals within a social and familial context. 2 credits

SCO 5076 Research Methods and Statistics

Studies that provide an understanding of research methods, statistical analysis, needs assessment and program evaluation. Research methodology and data analysis, computer research skills, critical evaluation of professional research reports, with emphasis on research relevant to clinical practice. 2 credits

SCO 5077 Diagnosis and Assessment of Individuals

Studies that provide an understanding of individual & group approaches to assessment and evaluation (standardized and non-standardized testing, performance assessment, individual and group test and inventory methods, etc.). 2 credits

SCO 5078 Couple and Family Therapy—Theory II

The emphasis in this section is on models of therapy that expand the repertoire of therapeutic models from Theory I with a particular emphasis on therapeutic theories focused on working with couples. Models from Theory I are expanded to include the use of the models with couples in addition to exploring other models that particularly address couples' dynamics. Attending to a multicultural perspective, discussions focus on the attributes of couple health, the development of couple life across the life span, the typical challenge of couples, and core techniques used to help couples address problems and engage in creative solutions as couple life grows. Consideration is given to the family of origin of the therapist and how the therapist's intergenerational history shapes clinical approaches and invites particular clinical snags. Domestic violence and abuse are also explored with attention to both assessment and treatment strategies. Demonstrations and the practice of these models in action with couples in simulated enactments are a critical aspect of learning the models. 2 credits

SCO 5079 Couple and Family Therapy—Technique II

This "technique" section includes a series of practica focusing on work with individuals, couples, and families including children, adolescents, and adults. The practica will integrate the therapeutic models from "Theory I" and "Theory II" in a variety of clinical enactments using a small group format with feedback from student colleagues and faculty. The focus on this course will be on Trauma and Attachment in children, adolescents, and adults. The standard clinical skills of joining, assessment, clinical conceptualization, treatment planning, interventions and feedback, measuring progress, adjusting the clinical focus, and so on will be emphasized using a systemic model that includes both an intrapsychic and interpersonal dimension. 2 credits

SCO 5086 Human Sexuality

The study of human sexuality reviews sexual development using a multi-cultural, diverse perspective. Sexual behavior is examined from the perspective of the therapist including methods of assessment, how to conduct conversations focused on sexuality, and how to identify sexual dysfunction with possible referral sources. 2 credits

SCO 5082 & SCO 5089 Professional Seminar I & II

Development of a professional attitude and identity. Studies of professional socialization and the role of professional organizations; licensure; legal responsibilities and liabilities of clinical practice and research;

family law; confidentiality issues, codes of ethics, etc. This seminar complements the clinical practicum as students present clinical cases in a case presentation format along with videotape examples. Feedback on these cases is provided by both faculty and students in a small group format. 1 credit each

SCO 5084 Couple and Family Therapy—Theory III

This is the third of three clinical theory courses in the “clinical sequence” which includes both theory courses and technique courses focusing on the application of theory in clinical practice with individuals, couples, and families. The three “theory” sections in the clinical sequence review primary therapeutic models in clinical practice. The models reviewed in this course include Somatic Therapies, Experiential Symbolic Therapy, Neurobiological Models, Models of Crisis and Suicide Intervention. The underlying systemic paradigm shapes the thinking and practice of all the models presented. 2 credits

SCO 5085 Couple and Family Therapy—Technique III

This course integrates the therapeutic models, application techniques, and ethics and laws taught in the program. Students develop and report on their own therapeutic models and clinical applications with specific examples. Students are assessed on their Clinical Theory papers and their application skills. The integration emphasis continues in the Clinical Orals where the focus is on clinical vignettes that highlight the link between theory, application, clinical intervention, ethics, and laws. The emphasis in this course is the overall integration of theory, practice, and specific clinical skills with attention to the diverse methods of integration within the student population. 2 credits

SCO 5083 & SCO 5090 Counseling Practicum I & II

Direct client contact hours, supervision, staff meetings, community relations, record keeping, supervised in-house practica and off-campus site placement. 5 credits/ 10 / 700 total hours/ 280 clinical hours

SCO5098 The Integrated Therapist: Tending the Body, Mind, Heart, and Spirit of Psychotherapy

This one credit class will provide an opportunity for the developing practitioner to deepen their commitment to tending the “Self of the Therapist” through an integrative exploration that includes somatic, collaborative, and depth explorations and clinical application. 1 credit

**College of Social Sciences
Department of Humanistic & Clinical Psychology
Psychology Degree Program
Course Descriptions
2016-2017**

Course Descriptions

Courses are identified and organized by degree program. Listed below are those courses that may be offered through the Department of Humanistic & Clinical Psychology for the Psychology degree program for the 2016-2017 academic school year. CampusVue will list courses open for enrollment each semester, by Section if applicable.

PSYCHOLOGY DEGREE PROGRAM

Area Abbreviation Index:

ALL	Across all degree programs
CSIH	Consciousness, Spirituality, and Integrative Health
CS	Creativity Studies
EHTP	Existential, Humanistic, and Transpersonal Psychology
PH	Psychophysiology
PSY	Psychology

ALL Courses

ALL 0700 Academic Writing

Academic Writing is a one-credit tutorial that provides substantive support for students seeking to develop writing skills that allow them to meet APA- and graduate-level standards. Recognizing that students have diverse needs, the course has been structured to be flexible enough to accommodate each student's experience and needs by offering three writing approaches: process, product, and personal voice. There are no prerequisites for Academic Writing 0700. Enrollment can be by student's choice, required at admission, or recommended to the student by content course instructors at any time during the program. Students may take up to 3 credits of Academic Writing over the duration of their program at Saybrook. Enrollments beyond the 3-credit limit will be on a non-credit basis only. 1 credit

ALL 0701 Academic Writing

Academic Writing is a one-credit tutorial that provides substantive support for students seeking to develop writing skills that allow them to meet APA- and graduate-level standards. Recognizing that students have diverse needs, the course has been structured to be flexible enough to accommodate each student's experience and needs by offering three writing approaches: process, product, and personal voice. There are no prerequisites for Academic Writing 0700. Enrollment can be by student's choice, required at admission, or recommended to the student by content course instructors at any time during the program. Students may take up to 3 credits of Academic Writing over the duration of their program at Saybrook. Enrollments beyond the 3-credit limit will be on a non-credit basis only. 1 credit

ALL 0702 Academic Writing

Academic Writing is a one-credit tutorial that provides substantive support for students seeking to develop writing skills that allow them to meet APA- and graduate-level standards. Recognizing that students have diverse needs, the course has been structured to be flexible enough to accommodate each student's experience and needs by offering three writing approaches: process, product, and personal voice. There are no prerequisites for Academic Writing 0700. Enrollment can be by student's choice, required at admission, or recommended to the student by content course instructors at any time during the program. Students may take up to 3 credits of Academic Writing over the duration of their program at Saybrook. Enrollments beyond the 3-credit limit will be on a non-credit basis only. 1 credit

ALL 0703 Academic Writing

Academic Writing is a one-credit tutorial that provides substantive support for students seeking to develop writing skills that allow them to meet APA- and graduate-level standards. Recognizing that students have diverse needs, the course has been structured to be flexible enough to accommodate each student's experience and needs by offering three writing approaches: process, product, and personal voice. There are no prerequisites for Academic Writing 0700. Enrollment can be by student's choice, required at admission, or recommended to the student by content course instructors at any time during the program. Students may take up to 3 credits of Academic Writing over the duration of their program at Saybrook. Enrollments beyond the 3-credit limit will be on a non-credit basis only. (0 credits)

ALL 0704 Academic Writing

Academic Writing is a one-credit tutorial that provides substantive support for students seeking to develop writing skills that allow them to meet APA- and graduate-level standards. Recognizing that students have diverse needs, the course has been structured to be flexible enough to accommodate each student's experience and needs by offering three writing approaches: process, product, and personal voice. There are no prerequisites for Academic Writing 0700. Enrollment can be by student's choice, required at admission, or recommended to the student by content course instructors at any time during the program. Students may take up to 3 credits of Academic Writing over the duration of their program at Saybrook. Enrollments beyond the 3-credit limit will be on a non-credit basis only. 0 credits

ALL 0705 Academic Writing

Academic Writing is a one-credit tutorial that provides substantive support for students seeking to develop writing skills that allow them to meet APA- and graduate-level standards. Recognizing that students have diverse needs, the course has been structured to be flexible enough to accommodate each student's experience and needs by offering three writing approaches: process, product, and personal voice. There are no prerequisites for Academic Writing 0700. Enrollment can be by student's choice, required at admission, or recommended to the student by content course instructors at any time during the program. Students may take up to 3 credits of Academic Writing over the duration of their program at Saybrook. Enrollments beyond the 3-credit limit will be on a non-credit basis only. 0 credits

ALL 8100 Independent Study

At Saybrook University, we welcome the opportunity for students to engage in an in-depth exploration of topics that might not be offered within an already-approved course format within one of the degree programs. Students come to Saybrook with myriad interests, and the exploration of new and emerging topics is an exciting and stimulating endeavor. This student-driven course affords the student an opportunity to engage any Saybrook faculty regarding the topic of interest and the course can be offered for 1 – 3 credits; this is to be determined by the student in consultation with the instructor.

Master's degree students may take a maximum of 6 credits of Independent Study during the master's program. Doctoral students may take a maximum of 9 credits of Independent Study during the doctoral program. Students in the Individualized Doctoral Programs are exempt from this rule. 1 – 3 credits

Consciousness, Spirituality, and Integrative Health Specialization (CSIH)

CSIH 3000 Psychology of Consciousness

This course introduces students to the fundamental concepts, paradigms, and current issues in studies of consciousness. It explores the field from diverse approaches including humanistic and transpersonal psychology, cognitive and affective neuroscience, cross-cultural studies, existential-phenomenological methodologies, and other related disciplines. 3 credits

CSIH 3040 Models of Consciousness

This course explores the process of model building in psychology and human science by examining a spectrum of current models that dominate the study of consciousness, including those from cognitive neuroscience, the classical depth psychologies of Freudian psychoanalysis, humanistic and transpersonal approaches, Jungian psychology, and a selection of conceptions from the classical psychologies of Asia. How to identify the logic, metaphysics, epistemology, ontology, and cosmology of a given model will be a primary focus. What relevance these models of consciousness have for humanistic and transpersonal psychology and human science will also be of concern. Because individuals often attempt a phenomenological integration of everything, based on some fusion of their readings of theoretical writings on the subject with scientific research, personal proclivities, and intuitive norms from clinical experience, attempts at the students' own synthesis of a more adequate model of consciousness will be encouraged. 3 credits

CSIH 3070 Eastern Psychologies

This course first asks students to consider how the orientations of Eastern psychologies illuminate and are coming into relationship with Western psychology. Looking at major developments in (among others) Buddhist, Hindu/Yogic, and Taoist thought and history, students will gain a broad, working knowledge of the meaning and substance of major Eastern psychology principles as well as their potential therapeutic values. With this working knowledge in hand, the course has students consider the promise and limitations of contemporary Western applications, adaptations, and research assessments of Eastern psychologies. Finally, students are invited to participate in an experiential project from which they will gain first-hand embodied and intuitive knowledge, insight that cannot be obtained simply through studying the literature. 3 credits

CSIH 3080 Psychology of Shamanism

During most of the 20th century, the study of shamanism was virtually ignored by psychologists as a topic of investigation despite the fact that shamans were the world's first "psychologists." In recent years, however, a variety of perceptive books and articles on the psychology of shamanism has begun to find its way into the academic curriculum. Humanistic and transpersonal psychologists have taken an interest in the study of shamanism for several reasons. They do not subscribe to the notion that psychology has little to learn from "primitive" people (who are more appropriately referred to as "native," "traditional,"

or “indigenous” people). On the contrary, humanistic and transpersonal psychologists find sophistication in the shaman’s cultivation and use of certain procedures for altering conscious experience that go beyond what is currently available in more industrialized societies. In addition, the shaman’s use of language and art is extremely instructive with regard to the efficacy of metaphors and symbols in social interactions. Moreover, humanistic and transpersonal psychology’s interface with holistic health practitioners has benefited from a study of shamanic healing. The question of mental health and social context is at the heart of the controversy between humanistic and transpersonal psychologists on the one hand and, on the other hand, the many psychoanalytically-oriented writers, regarding whether the behavior of shamans should be considered symptomatic of psychosis or neurosis. 3 credits

CSIH 3150 Neuropsychology of Dreams and Dreaming

Welcome to one of the most fascinating areas of investigation in consciousness studies; few if any other areas bring together in one place as many aspects of neuropsychology. In this course students will learn more than brain physiology and theories of how brain function is connected to nighttime dreaming; they will also obtain a bird’s eye view of the mind and the brain working together, as beautifully exemplified in the exquisitely complex yet simple action of the sleeping brain. This course focuses on the neuropsychological aspects of dreaming. In doing so, it explores differences between activity in the waking and sleeping brain, examines the major views on how dreams are generated in the sleeping brain, and opens for discussion the implications of this knowledge for a richer understanding of the nature of waking and dreaming consciousness. 3 credits

CSIH 3160 Personal Mythology and Dreamwork

In this course, students will learn what is meant by the term “personal mythology.” They will be introduced to the idea that every person develops a particular personal mythology that guides and influences his or her perceptions, thoughts, feelings, and behaviors. They will be introduced to the primary factors that seem to be responsible for the development of particular personal mythologies (e.g., a person’s genetic inheritance, family of origin, kinship group, and social milieu). The course can be taken with an experiential emphasis, an academic emphasis, or a mixture of these. 3 credits

CSIH 3165 Understanding and Appreciating Dreams

This course offers valuable tools for individuals and groups. Engaging in dreamwork can offer personal insight and spiritual growth. The “grassroots dream movement” has initiated non-clinical uses of dream reports for purposes of creative expression, spiritual development, and group exploration. This course covers the use of recalled dreams in both clinical and non-clinical settings. It spans a variety of ideological perspectives, emphasizing those that can be quickly learned and adroitly applied with minimal risk and maximum benefit to the dreamer. 3 credits

CSIH 3200 Seminar in Consciousness, Spirituality, and Integrative Health

This course provides an introduction to the primary themes in consciousness, spirituality, and integrative health. Students will be introduced to foundational definitions, concepts, and theories. This course will also serve to orient students to the Consciousness, Spirituality, and Integrative Health Specialization, including curriculum paths, vocational possibilities, and relevant professional organizations and conferences. It is recommended that students in the Consciousness, Spirituality, and Integrative Health Specialization begin with this course. It provides foundational knowledge that will be built upon in future coursework. Additionally, this course introduces various career paths in order to help students identify, at the outset, the courses that will be most relevant to meeting their future vocational aspirations.

Students will also become familiar with various resources that will be useful in their future coursework. 3 credits

CSIH 3205 Spiritual Direction

This course provides a professional, academic, and personal introduction to spiritual direction (often called spiritual guidance) as a profession and as a support to other professions. The primary goal of this course is to explore the role of spiritual direction within and outside spiritual traditions. Students will be introduced to foundational definitions, concepts, dynamics, and processes in this developing field. 3 credits

CSIH 3210 Stress Management Education

“Stress management” appears to be a term that the general population as well as the scientific community has come to accept. A problem remains, however, in that the term is defined in a multitude of differing ways depending on the perspective of the presenter. Cultural, religious, spiritual, psychophysiological, and biological explanations all have valid views that focus on different aspects of stress. In addition to looking at these and many other aspects of stress management, this course also focuses on the teaching of stress management skills to those most in need of interventions for stress-related disorders. This course is intended to include interactive discussion and sharing via online discussion forums and to become a group project in the creation of stress management literature, video clips, brochures, and PowerPoint slides directed towards the teaching of stress management skills to various populations. 3 credits

CSIH 3235 Essential Consulting Skills

The Professional Consultant, especially one focused on health and stress management education, exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in mobilizing organizational resources, and inspiring a process of transformational change. Consultants may work in major university medical centers and hospital systems, corporate medical clinics and health systems, corporate wellness credits, health insurance organizations, and small community or privately based clinics and group practices. They can work with in small businesses, educational settings, or in almost any other setting in which stress and coping skills would benefit the client. Consultants work closely with other people who are responsible for the outcomes. Consulting can be part of any professional role such as that of a teacher, therapist, counselor, coach, or leader. A key skill is the ability to use influence and persuasion to help others get things done. This course will be a tour of the essential skills needed to function and thrive in the role of a consultant. 3 credits

CSIH 3240 Advanced Topics in CSIH Studies

This course explores advanced topics related to studies in consciousness, spirituality and integrative health. The course is in a seminar format where, with instructor’s approval, each student selects the topic they wish to pursue and creates clear learning objectives. With ongoing feedback from the instructor and other students, each student then develops and presents to the class an annotated bibliography and a final paper on the topic chosen and guided by one’s learning objectives. 3 credits

CSIH 4030 Psychophysiology for Health

This course introduces scientific and experiential approaches to understanding the interaction of mind and body in health. The course surveys scientific principles of psychophysiology, introduces students to basic principles of psychophysiological measurement, and highlights research information relevant to mind/body (psychophysiological) healing, education, and wellness. The student learns to monitor physiological processes via simple biofeedback instrumentation, for clinical practice and research. The course offers an opportunity to explore mind-body relationships through an overview of theory, review of empirical findings, and experiential learning. 3 credits

CSIH 4045 The Buddhist Path of Healing

This course focuses on the foundations of “healing” the mind-body split/unification from a Buddhist perspective. After introducing basic concepts of Buddhist health and healing, it goes on to examine this field’s important contributions to contemporary Western, integrative, and global health and wellness issues. Students are invited to involve themselves experientially in a variety of healing and meditation practices. 3 credits

CSIH 4050 Integrative Health Psychology: The Application of Psychological Concepts and Tools to Health

The subject matter of health psychology as a discipline overlaps greatly with the fields of integrative health and mind-body medicine. In the broadest sense, health psychology is the organized and systematic effort to apply the knowledge and skills of the behavioral sciences to human health and illness. This course introduces health psychology as an application of psychological principles and skills to health care. It presents the framework, methodology, and applications of mainstream health psychology, and reviews common applications of health psychology, such as increasing patient compliance with well-lifestyle changes, and mind-body interventions to reduce irritable bowel or asthma symptoms. The course introduces basic skill sets in health psychology, such as brief dynamic psychotherapy, humanistic psychotherapy, cognitive-behavioral therapy, health coaching, relaxation and meditation techniques, imagery therapy, biofeedback and applied psychophysiology, and hypnosis. Finally, it introduces divergent approaches to health psychology including optimal health and wellness programs, humanistic and existential psychology, energy psychology, and transpersonal/spiritual approaches. 3 credits

CSIH 4070 Ethics, Spirit, and Health Care

This course provides an overview of the ethical principles and codes of conduct in psychology. It will focus on the guidelines for ethical practice that integrates the spiritual, physical, and psychological dimensions into one’s professional work with individuals and groups. This core ethics course will focus then on a breadth of ethical considerations and concerns pertinent to the evolving intersections of mind-body-spirit. An introduction to ethics and the Code of Conduct created by the American Psychological Association will be provided. Ethical issues involving spirituality, faith, and medicine will be explored with an emphasis on helping students consider ethical issues related to the specific focus of their professional and academic goals. In that context students will be encouraged to explore their own personal values, beliefs, and biases pertaining to moral and legal ethics in the field. 3 credits

CSIH 4101 Basic Training and Education in Applied Hypnosis

This course provides students with a basic skill set to conduct simple hypnotic interventions, along with knowledge about hypnotic concepts and approaches, and a familiarity with research-based applications of hypnosis to common medical and behavioral disorders. This course provides students with an introductory level of understanding helpful for engaging in hypnosis-based clinical practice and hypnosis-oriented research in integrative health. This course will introduce simple trance induction protocols,

trance deepening techniques, the use of post-hypnotic suggestion, and techniques to re-alert the subject and close the trance phase. In addition, the course will present an overview of current scientific approaches to explaining hypnotic phenomena, will introduce the measurement and significance of hypnotic susceptibility, and will discuss several of the widely used and effective approaches for utilizing hypnosis in psychotherapy and personal transformation. Students completing this basic training sequence will be equipped to begin the intermediate level training. The course is designed to follow the *Standards of Training in Clinical Hypnosis* as presented by D. Corydon Hammond and Gary R. Elkins (2005) for the American Society of Clinical Hypnosis-Education and Research Foundation. In this course, the student will complete 24 hours of basic didactic education qualifying toward eventual certification in clinical hypnosis by the American Society for Clinical Hypnosis. (Completion of the later intermediate-level training will provide an additional 20 hours of didactic education and an additional 6 hours of clinical consultation.) 3 credits

CSIH 4102 Intermediate Training and Education in Hypnosis

This course provides students with an advanced skill set to conduct advanced hypnotic interventions, along with additional knowledge about hypnotic concepts and approaches. In addition, the student develops a sophisticated ability to learn and assess new applications of hypnosis to common medical and behavioral disorders. This course provides students with an intermediate level of understanding helpful for engaging in hypnosis-based clinical practice and hypnosis-oriented research in integrative health. This course introduces more challenging trance induction protocols, trance deepening techniques, and uses of post-hypnotic suggestion. In addition, the student will learn specific approaches and techniques for a number of advanced application areas, including: 1) pain management, 2) treatment of anxiety disorders, 3) habit change protocols, 4) weight management, and 5) ego strengthening hypnotic interventions. In addition, the course reviews scientific approaches to investigating hypnotic phenomena, trains students to implement a widely accepted measure of hypnotic susceptibility, and engages the student in discussion of ethical and appropriate uses of hypnotic techniques. Students completing this intermediate training sequence will be equipped to utilize applied hypnosis skills in the course of any therapeutic process for which he or she is currently licensed. In this course, the student completes 20 hours of intermediate didactic education and 6 hours of additional clinical consultation qualifying toward eventual certification in clinical hypnosis by the American Society for Clinical Hypnosis. 3 credits

CSIH 4103 Advanced Hypnosis Practicum and Capstone Paper

This course provides an immersion in advanced hypnotic technique and practice. Course readings and educational videos provide guidance and sample interventions utilizing hypnotic induction and therapeutic suggestion. The student engages in weekly hypnosis practice with volunteers and/or professional clients. The instructor(s) provide six videoconferences with discussion of strategies for hypnotic interventions for a variety of clinical and life problems, and supervision of the student's practice. Students submit a video record of two hypnotic intervention sequences. Students complete a capstone essay, integrating their learning in the hypnosis course sequence, along with their learning in the advanced practicum course. Prerequisites: open only to students pursuing the Clinical Hypnosis certificate; completion of CSIH 4101 and CSIH 4102. 4 credits

CSIH 4105 Basic Training and Education in General Biofeedback

This course provides students with a basic skill set to conduct simple biofeedback interventions, along with knowledge about biofeedback concepts and approaches, and a familiarity with research-based applications of biofeedback to common medical and behavioral disorders. This course provides students

with an introductory level of understanding helpful for engaging in biofeedback-based clinical practice and psychophysiological research in integrative health. This course introduces the most commonly used biofeedback instruments, the physiological systems they measure, and the applications of these biofeedback modalities to common medical and behavioral disorders. The Saybrook biofeedback training sequence covers the “Blueprint of Knowledge” adopted by the Biofeedback Certification Institute of America, to guide training of biofeedback professionals (BCIA, 2006). The basic course covers the following elements of the blueprint: Orientation to Biofeedback (4 hours), Stress Coping and Illness/Models for Biofeedback Practice (4 hours), Psychophysiological Recording, Part I (4 hours), surface EMG Applications, Part I (4 hours), Adjunctive Interventions, Part I (4 hours), and Autonomic Nervous System Applications, Part I (4 hours). In addition, the course will overview current scientific approaches to research on biofeedback, and will discuss several approaches for utilizing biofeedback in psychotherapy, in optimal performance training in sports and the arts, and in personal transformation. 3 credits

CSIH 4110 Coaching for Health and Wellness

This course will provide students with an overview of the field of health and wellness, a comprehensive understanding of the principles of health and wellness coaching, an introduction to the science of lasting behavior change, and mentored practice in all of the core coaching skills and competencies defined by the International Coach Federation. In addition, this course will review current research studies documenting the effectiveness of health and wellness coaching in corporate wellness programs, hospitals, clinical practices, and through independent wellness coaching partnerships. This is a highly interactive and experiential class. Students who complete this course will have attained a basic level of competence in health and wellness coaching and will be prepared to integrate these skills into their current careers. This course will also provide those individuals interested in deepening their coaching skill set with a solid foundation to prepare them for more advanced courses in health and wellness coaching. 3 credits

CSIH 4115 Imagery for Health

This course will review the place of imagery and the imagination in traditional healing practices, and the contemporary applications of imagery in healthcare. Students will review the experimental evidence for the impact of imagery on immune function, neurochemistry, and medical illness. Students will learn to utilize imagery as a diagnostic tool, as a medical rehearsal for coping, and as a therapeutic tool for medical illness and emotional disorders. 3 credits

CSIH 4530 Psychology, Religion, and Spirituality in Their Cultural Contexts

This course provides an overview of the ways that religion and spirituality interact with psychology with special attention to the cultural context. This includes an exploration of various models for how religion and spirituality can relate to science and, in particular, psychology. Various models for psychology of religion and spirituality are considered, as well as models for integrating religion and spirituality with psychology. Psychology historically has had a complex relationship with religion, spirituality, and culture. The primary purpose of this course is to explore various models for the interrelationships of psychology, religion, and spirituality with special consideration given to the cultural influences upon these relationships. Consideration will be given to these domains (psychology, religion, spirituality, and culture) separately as well as from an integrated perspective. The course begins with an overview of definitions and exploration of epistemological issues relevant to how science and psychology can relate to religion and spirituality. The next section of the course explores various models for the psychology of religion, followed by a section on models for integrating psychology with religion and/or spirituality. The

concluding sections of the course devote attention to the cultural contexts for the relationships between psychology, religion, and spirituality as well as consideration to applications of the psychology of religion and the integration of psychology with religion and spirituality. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed with PSY 4530. 3 credits

CSIH 6560 Approaches to Socially Engaged Spirituality

In the modern Western world, spirituality is often understood as private, subjective, and individual, as one's primarily inward communion with what is seen as sacred, a communion that is not necessarily explicitly in relation to, or even connected with, one's more outward and public life. In many traditional religious forms, the highest development of spirituality required leaving and having little to do with the everyday social world, whether as a monk or nun, hermit, wanderer, or a member of an intentional community. Socially engaged spirituality in its traditional and contemporary forms represents a different approach, in which spiritual qualities are developed in the context of involvement in family, work, community, society, and/or politics. This course explores the ideas of socially engaged spirituality through the lenses of many world religions, spiritual traditions, and psychological perspectives. Although offering an overview from many perspectives, students can focus on particular perspectives most relevant to their interests and/or work within the framework of the course. 3 credits

CSIH 8151 Practicum in Professional Practice

This course is intended for students seeking practicum training not related to clinical practicum or the Counseling program. Students are responsible for arranging the practicum and should consult their CSIH co-directors in order to identify a Saybrook faculty liaison. Prerequisites: Open only to students pursuing a CSIH certificate. 3 credits

CSIH 8950 Certificate Integrative Seminar

The final part of the Certificate program is the integrative paper. The purpose of the integrative paper is to give the learner an opportunity to draw together the most important aspects of the Certificate courses, to assess strengths and identify further learning needs, and to develop a specific plan for continuing personal and professional work. Prerequisites: Open only to students pursuing a CSIH certificate. 1 credit

Creativity Studies Specialization (CS)

CS 3010 Arts-Based Inquiry

When a form of inquiry is conceptualized and actualized in terms of creative processes in pursuit of human knowing, using as its primary means an art medium, it may be termed art-based inquiry. This course examines select forms of thinking about, and doing, art-based inquiry, inclusive of its relevance to research processes and forms of scientific inquiry. Although preference is given to the visual arts, other art forms may be pursued. 3 credits

CS 3530 Death and Loss in Literature and Film

This course will survey a number of writers and filmmakers and their respective artworks contending with questions of meaning and the poignancy to be found in life at the limits and the irrepressible passage of time. Art, we may say, is an especially rarified response to the dilemma of time and the inexorable loss that attends it. Aeschylus, younger contemporary to Heraclitus, saw suffering as inevitable, with wisdom the hard-won purchase of pain falling "drop by drop upon the heart"—words

quoted, movingly, by Robert F. Kennedy in an extemporaneous eulogy on the night of Martin Luther King's assassination. This course will inquire into these bedrock existential/humanistic/transpersonal themes—life at the limits and the place of aesthetics and creative response, with literature and film, especially, offering protection and remedy. 3 credits

CS 4500 Dimensions of Creativity

The many dimensions of scientific and artistic creativity are studied, as well as the way creativity relates to social-cultural influences, gender, family background, personality factors, and cognitive styles. This course examines the creative process, the creative person, the creative product, and the creative environment. Imagery and symbolization, intrapsychic experience, and aesthetic issues are explored. Recent creativity research and theories of creative development are considered. 3 credits

CS 4510 Perspectives in Creativity

This course is designed to deepen their understanding of creativity and utilize newly learned insights to enhance their creative process as well as stimulate the creative process of others. Students develop an awareness of factors that stimulate or inhibit their own creative process and apply what they learn in an area of vital importance to them. Tapping into creativity is increasingly important for both individuals and society. The challenge of living in a world that is complex and changes at an increasing speed challenges all of us to develop our unique abilities. Creativity is defined here as “the production of relevant and effective novelty” (Cropley, 1999). What is effective varies in different fields and circumstances. There is a deep important need for new and effective answers in many different areas of our culture, our work, and everyday life. Our survival as a species will require answers to new and challenging problems involving both individual and international relationships, ecology, education, health, the arts, population growth, and the economy. This course is designed to deepen their understanding of creativity and utilize newly learned insights to enhance their creative process as well as stimulate the creative process of others. Students will develop awareness of factors that stimulate or inhibit their own creative process and apply what students learn in an area of vital importance to students. Prerequisite: successful completion of CS 4500. 3 credits

CS 4520 Art and Healing

This course, which explores the healing aspects of art across cultures and throughout history, allows students to choose the type of art they would like focus (e.g., visual art, writing, music, humor, dance, drama, poetry, film, and the creative arts therapies). It will expand students' capacities to perceive, benefit from, and transmit the healing aspects of art by bringing its dynamics more fully into conscious awareness. Through examining the universality of archetypes, the empowering experiences of diverse artists using creativity as a form of resilience, and the effectiveness of a variety of arts as multicultural healing modalities, students will come to understand more fully how art is integral to the human quest for wholeness. 3 credits

CS 4525 Poetry and Holistic Health

Examination of the conceptual bases for the healing potential in poetry, with study of poetry written by health practitioners, by patients, their friends, and families. Students will become familiar with poetry on such themes as cancer, Alzheimer's disease, alcoholism, and bereavement. They will be supported in the development and refinement of original poetry on illness and wellness themes of particular interest. 3 credits

CS 4526 Creativity and Writing

This course provides an overview of the research relevant to the field of Creativity Studies and writing. Areas covered will include psychological research regarding writers and writing, the use of writing as an aid in healing trauma, understanding of the creative process in writing and aspects of the publishing process. Students will write original work based on their personal interests and goals. 3 credits

CS 4535 The Use of Poetry with Death, Loss, and Life Transition

The creative arts are often used to assist people facing death, loss, and other important life transitions. Similarly, these life events often cause individuals to reflect upon the meaning in their life and seek to create new meaning, which can be aided by poetry and the creative arts. This course focuses on the use of poetry when encountering death, loss, and life transitions. Students are encouraged to reflect upon their own use of creativity in times of difficult life transitions. Additionally, students will explore ways to facilitate the use of poetry with others facing life transitions. Poems from various cultural backgrounds are considered. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed with EHTP 4535 and PSY 4535. 3 credits

CS 4540 Creativity and Social Change

To address the many threats and challenges facing humanity, good intentions and familiar techniques will not be enough. New (or newly adapted) solutions are needed. Saybrook's existing fields of Creativity and Transformative Social Change make perfect partners for blending social conscience with innovative thinking. Fascinating and ingenious inventions are already solving some of the world's most pressing problems. Students will study readings from the fields of creativity and social change, explore an amazing assortment of newly devised solutions as well as some traditional ones that deserve a second look, make active experiments, and practice developing one viable solution of their choosing. In this course, Creativity students can practice operationalizing their ideas and Transformative Social Change students can develop their innovative sides. The course could also be of benefit to clinicians aware of the external pressures their clients face; activists tackling issues of ethnicity, sexual orientation, and gender; and mediators looking to solve entrenched hostilities. Combining the expected scholarly readings with practical assignments, the course can serve as an incubator for students' ideas for making the world a better place. 3 credits

CS 6606 Introduction to Expressive Arts

The Expressive Arts (EXA) therapist must have an understanding of creative arts modalities, the creative process, and the idea of multi-modal theories in order to develop a skilled flair for weaving the arts into a healing tapestry. By first introducing the individual creative arts modalities, this course focuses on introducing the Expressive Arts approaches, paradigms, and theoretical concepts that aid in developing multi-modal fluency. Through personal process, discussion, and readings, Expressive Arts approaches will be demonstrated, compared, and contrasted. Additional readings and class presentations will address the key issues cited above. 3 credits

CS 7067 Organizational Creativity

This course gives students an understanding of both the theoretical and practical applications of organizational creativity. Organizational executives and consultants, psychologists, educators, and others who work in organizations will learn research-based information about constructing an environment that encourages creativity and innovation. Topics covered will include comprehension of creativity from

a systems perspective, group creativity, creative leadership, and factors that can encourage or discourage organizational creativity. This course meets Saybrook's mission and goals in that it provides students with a knowledge base that informs their work as leaders of organizational change and professionals who work within a global context. This course is structured into four modules, each building on the last to enlarge students' understanding of organizational creativity. The first module will ground students' understanding of creativity research historically so that they can understand the basics regarding individual and organizational creativity including the climates and cultures that influence creativity at work. The second module looks at key factors in group creativity with an emphasis on aspects of idea generation and context. The third module examines a variety of important aspects related to the social psychology of creativity including networking, leadership, entrepreneurship, and diversity. The final module is designed to integrate what students have learned into application. 3 credits

CS 8151 Practicum in Professional Practice

This course is intended for students seeking practicum training not related to clinical practicum or the MFT program. Students are responsible for arranging the practicum and should consult the director of the Creativity Studies Specialization in order to identify a Saybrook faculty liaison. Prerequisites: Open only to students pursuing a Creativity Studies certificate. 3 credits

CS 8950 Certificate Integrative Seminar

The final part of the Certificate program is the integrative paper. The purpose of the integrative paper is to give the learner an opportunity to draw together the most important aspects of the Certificate courses, to assess strengths and identify further learning needs, and to develop a specific plan for continuing personal and professional work. Prerequisites: Open only to students pursuing a Creativity Studies certificate. 1 credit

Existential, Humanistic, and Transpersonal Psychology Specialization (EHTP)

EHTP 1080 History and Systems of Psychology

The objective of this course is to give the student an overview of the history of modern psychology in three streams in order to place more accurately the existential-humanistic and transpersonal movements in their proper context. The student will be expected to gain proficiency in the major events and personalities associated with each of the three streams, which include: 1) experimental psychology in the universities (i.e., the history of psychophysics, behaviorism, and cognitive psychology); 2) clinical psychology as both an academic and applied field (i.e., the history of largely depth-psychology, with an emphasis on the histories of Freud, Jung, Adler, and Erikson); and 3) existential-humanistic and transpersonal psychology, exemplified by the life and work of Carl Rogers, Abraham Maslow, and Rollo May. 3 credits

EHTP 2000 Foundations of Existential, Humanistic, and Transpersonal Psychology

This course provides an overview of existential, humanistic, and transpersonal psychology including its history and origins, its current manifestations, its relation to Saybrook University, its contributions to various aspects of psychology including clinical practice, its critiques, and its possible future. 3 credits

EHTP 2040 Existential Psychotherapies

The existential psychotherapist works with fundamental existential themes of human existence: death and freedom, choice and responsibility, isolation, relatedness, and meaning and mystery. These themes organize the basic structures with which human life is shaped and experienced, and therefore provide the context for an existential psychotherapy. This existential psychotherapy course explores clinical applications of existential theory to the human situation in individual and group therapy. As an introduction to existential psychotherapies, this course is in three parts: Part I (theory) lays out the historical and philosophical traditions that underlie existential psychotherapeutic practice; Part II (therapy) shows how existential therapy grows out of existential theory; and Part III (application) uses the case study method to consider how existential psychotherapy can be applied to a diverse set of problems and clientele. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

EHTP 2045 Existential-Humanistic Therapy: Experiential I

This course is the first of two four-day experiential courses taught by Existential-Humanistic Institute/Saybrook instructors as part of the Certificate program leading to a Certificate in the Foundations of Existential-Humanistic Practice. This Certificate program requires that both Part I and Part II be taken sequentially. The courses will be held off site, in October and March. For specific dates and more information visit the Existential-Humanistic Institute website at www.ehinstitute.org and click on "Certificate programs." This skill development course and the next has specific learning objectives: (a) how to cultivate personal and relational presence, (b) how to attend to intrapsychic and interpersonal processes, (c) how to illuminate personal life meanings, (d) how to cultivate a therapeutic relationship that effects change, (e) how to work with transference and counter transference within an existential context, (f) how to work existentially with resistance, and (g) how to recognize and work with existential life issues which may be present but disguised. Instructors will teach the principles of the e-h approach through live and video demonstrations, experiential exercises, and dyad work. 3 credits

EHTP 2046 Existential-Humanistic Therapy: Experiential II

This course is the second of two four-day experiential courses given by Existential-Humanistic Institute/Saybrook instructors as part of the Certificate program leading to a Certificate in the Foundations of Existential-Humanistic Practice. This Certificate program requires that both Part I and Part II be taken sequentially. The courses will be held off site, EHTP 2045 in October and EHTP 2046 in March. For specific dates and more information visit the Existential-Humanistic Institute website at www.ehinstitute.org, click on "Certificate programs." Experiential courses I and II will offer some theory but will primarily focus on skill development. The existential-humanistic approach will be taught in live and video demonstrations, experiential exercises, and dyad work. An overarching assumption of the e-h approach is that it is the client's in the moment experiencing that forms both the underlying and actual process of therapy. This assumption anchors the existential practitioner in the principles of practice that focus on experience over explanation and process over content. This skill development, experiential course EHTP 2046 builds on experiential course EHTP 2045 by deepening the student's ability to cultivate therapeutic presence, to attend to both intrapsychic and interpersonal processes, to recognize and illuminate personal life meanings, to cultivate a safe and intimate therapeutic relationship, to work with transference and counter transference within an existential context, to work existentially with resistance, and to recognize and work with existential life issues which may be present but disguised. By gaining competency in these fundamental principles, the student will have a solid skill set for effective practice and have a foundation from which additional approaches such as a cognitive-behavioral one can be employed. The Certificate program is intended as a mentoring experience that emphasizes the

development of the practitioner as a whole person, appreciating that clinical practice is an art as much as a science. 3 credits

EHTP 2047 Existential Psychotherapies III: James Bugental and the Existential-Humanistic Tradition

This course will be of interest to students who want to explore existential-humanistic psychotherapy as understood by James Bugental, one of psychology's most respected and talented practitioners. Bugental held that life's existential contingencies could often overwhelm causing a loss of centeredness, agency, and self-directedness. By focusing in the here-and-now, Bugental intended to promote inner presence, agency, and responsibility assumption in a client. Bugental's experiential approach is both powerful and effective—and is rarely found in traditional therapies. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

EHTP 2048 The Existential/Humanistic/Transpersonal Psychology of Ernest Becker

The cultural anthropologist Ernest Becker was an astonishingly brilliant thinker and writer who was interdisciplinary in the truest sense. With a surpassing fund of knowledge and a uniquely passionate and penetrating mind, Becker roamed freely through seeming libraries of works in sociology, anthropology, political science, ethology, psychoanalysis, psychology, religion, and the broader humanities so as to articulate stunning cultural, existential-humanistic, and spiritual truths. Becker understood, like William James and Otto Rank before him, that the fundamental problems in life are existential rather than instinctive. Human beings are conflicted not so much because of sexual or aggressive drives but because we know too much. We have evolved into creatures who think, a simultaneously mortifying and exhilarating occurrence when we consider the implications of what it means to be briefly alive on a planet that spins on the periphery of a single galaxy within the Infinite. We are, in a sense, effete animals who strive interminably to limit overexposure. Although the risks are self-evident, the untold possibilities are ultimately uppermost in Becker's searching and visionary mind. In reading Becker's seminal works, we will consider the universal mind and pervasive humanism of one of the most original and ethically-attuned native psychologists of our time. 3 credits

EHTP 2049 Terror Management Theory: Foundations, Critique, and Applications

Terror Management Theory (TMT) developed as a social psychological theory emerging out of the work of the social anthropologist, author, and Pulitzer Prize recipient Ernest Becker. TMT, considered an existential approach to social psychology, has garnered considerable support in the research literature and has been applied to a number of important social issues--terrorism, violence, and religious prejudice among them. This present course will review the theory of and research on terror management and will incorporate a critique of its limitations as well. Consideration will be given to TMT understood in the broader context of Ernest Becker's overarching work as well as resonant other existential theorists and theories. Students will be encouraged to consider ways that TMT can be meaningfully applied to research and contemporary social issues. 3 credits

EHTP 2055 Existential Psychology and Philosophy

Existentialism has its beginnings in the deepest recesses of recorded time. It begins with wonder or awe (what the philosopher Gabriel Marcel once called "the mystery of being") and, also, anxiety or dread. All who have pondered in earnest what it means to be briefly alive on a planet that spins around ceaselessly without verifiable destination or import have partaken, wittingly or otherwise, of the existential inquiry

and quest. “Where have I come from? What am I doing here and where am I going? What and whom do I value and love? What is possible in the way of becoming or self-creation? And what, given an apparently makeshift setup, is possible for the greater world?” These are the bedrock preoccupations of existentialism. It is, in a sense, a sensibility more than a codified theory or system. In addition, it has been wryly observed that the one thing that bound its founding spirits together was their disavowal of the term. The 19th century Danish philosopher Søren Kierkegaard was pervasively existential in his themes: Who am I? How did I come into the world? Why was I not consulted? ... Moreover, if I am to be compelled to take part in it, where is the director? I should like to make a remark to him. Is there no director? Whither shall I turn with my complaint? This, of course, is only one aspect of the story. Kierkegaard, despite the brevity of his life, left behind astonishing works of philosophical, literary, and spiritual genius that continue to shock and mesmerize discerning minds. Existentialism at its most sublime is typified by a feeling for the uncanny, even paradoxical, nature of things. “The ultimate paradox,” muses Rollo May, “is that negation becomes affirmation.” In this course, we shall survey the landscape of existential psychology with an especial eye to the rarified body of philosophy by which it has been underwritten and inspired. 3 credits

EHTP 2065 International Psychology

This course provides an overview of international psychology, including practicing psychology in an international context and the importance of knowledge derived from international psychology for local practice. Students will be prepared to critique Western psychology from an international perspective and adapt knowledge and skills derived from Western psychology to be practiced in a culturally sensitive manner in an international context. Students will develop knowledge relevant to ethical and cultural issues in conducting psychology in an international setting. 3 credits

EHTP 2066 Practicum in International Psychology

This course provides students with practical experience and mentoring in the application of international psychology. Students will participate in an international trip with a focus of psychology that is a minimum of one week in length. The trip may be with a Saybrook faculty member or a trip they have organized that will be mentored by a Saybrook faculty member. The practicum includes 1) preparing for the trip, 2) the international trip, and 3) debriefing of the trip after returning. Students are expected to provide their own funding for the trip. 3 credits

EHTP 3070 Eastern Psychologies

This course first asks students to consider how the orientations of Eastern psychologies illuminate and are coming into relationship with Western psychology. Looking at major developments in (among others) Buddhist, Hindu/Yogic, and Taoist thought and history, students will gain a broad, working knowledge of the meaning and substance of major Eastern psychology principles as well as their potential therapeutic values. With this working knowledge in hand, the course has students consider the promise and limitations of contemporary Western applications, adaptations, and research assessments of Eastern psychologies. Finally, students are invited to participate in an experiential project from which they will gain first-hand embodied and intuitive knowledge, insight that cannot be obtained simply through studying the literature. 3 credits

EHTP 3075 The Life and Work of Alan Watts

This course considers the life and work of Alan Watts (1915-1973), early pioneer in the emergence of humanistic and transpersonal psychology. Students will consider Watts’s ideas in the context of his

chronological biography by reading *In My Own Way*, his autobiographical statement, while at the same time reading and discussing Watts's major writings during different periods of his career. Particular attention will be paid to the correlation between life events and major ideas, to Watt's contribution to the development of humanistic and transpersonal psychology, to his contribution to East/West psychology, and to an assessment of his influence on the fields of religious studies, philosophy, on psychology at large, on the practice of psychotherapy, and to his place in the psychotherapeutic counter-culture. 3 credits

EHTP 3080 C. G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology

The course offers an overview of the life and times of Carl Gustav Jung, in cultural context from 1875 to 1961, through autobiography and recent critical biography. It provides an introduction to the core constructs of his theories of personality, psychoanalysis and psychotherapy, and post-Jungian extensions and critiques of his work in Analytical psychology that include areas of neuroscience, attachment theory, spirituality, and cultural complex theories. The course is offered to all students interested in the life and work of C.G. Jung across degree programs and Schools. It provides a strong theoretical foundation that supports and facilitates cohesive assimilation of aspects of his theories and work found in other courses offered at Saybrook. The course serves as a bridge to the in-depth study of Jung's classical work, the *Collected Works of C.G. Jung*, and the recently published *Red Book*. This latter work provides foreground and the background for Jung's original work, born from his creative and critical self-analysis. The course can serve as a portal to research, theory application, and professional practice in cross-cultural and multicultural psychology. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

EHTP 3110 Psychoneurology of Learning Disorders

This course focuses on learning disabilities from a psychoneurological perspective. It is also designed to help develop a humanistic perspective on learning disabilities and better understand the behavior of individuals who have been given the "learning disabilities" label. 3 credits

EHTP 3140 Phenomenological Critique of Psychological Systems

Modern mainstream psychology also developed amorphously, some 30 years after its beginnings it fractionated into various schools: Structuralism, Behaviorism, Psychoanalysis, Gestalt Theory, and Cognitive Psychology. Each of these schools helped to expand psychology from its narrow beginnings, but they also followed, in various degrees, the natural science criteria. The argument of the course is that with a different philosophical basis these newer developments might have given psychology a more adequate frame of reference and a more solid foundation for its work with human beings. Thus a foundational critique of these systems of psychology can throw light on alternative directions for psychology. This course when delivered by a phenomenologist adopts descriptive phenomenology as an alternative framework, but other professors might choose a different basis for the constructive alternative. 3 credits

EHTP 3160 Personal Mythology and Dreamwork

In this course, students will learn what is meant by the term "personal mythology." They will be introduced to the idea that every person develops a particular personal mythology that guides and influences his or her perceptions, thoughts, feelings, and behaviors. They will be introduced to the primary factors that seem to be responsible for the development of particular personal mythologies

(e.g., a person's genetic inheritance, family of origin, kinship group, and social milieu). The course can be taken with an experiential emphasis, an academic emphasis, or a mixture of these. 3 credits

EHTP 3205 Spiritual Direction

This course provides a professional, academic, and personal introduction to spiritual direction (often called spiritual guidance) as a profession and as a support to other professions. The primary goal of this course is to explore the role of spiritual direction within and outside spiritual traditions. Students will be introduced to foundational definitions, concepts, dynamics, and processes in this developing field. 3 credits

EHTP 3220 The African Diaspora: African American Cultural History and Psychology

This first in a sequence of courses on the African Diaspora will focus on the definition, constituents, and historiography of the African Diaspora and greater comprehension of the cultural history and psychology of persons with African ancestry, through the lens of African and African-American psychology. Selected texts for the course have been written by African, African-Caribbean, and African-American scholars. The methodological approach to the study of the African Diaspora is interdisciplinary and draws to the foreground historiography, depth psychology, economics of capitalism, law, mythology, religion, art history, and anthropology for construction of an ancestral ethno-cultural narrative of the African Diaspora against the background of world cultural history. The course content and approach should open and cultivate, through critical thinking, a worldview and means to deconstruct, analyze, comprehend, and reconstruct complex sets of human relations in the African Diaspora from global, regional, national, and personal perspectives. It should allow us to see how the archetype of culture is actualized within institutions, living micro-systems, and psychodynamics of the Diaspora. The specific focus of this course is on African-American cultural history, psychology, and experience from origins in Africa, the Middle Passage, bondage, civil and psychological reconstruction, the Civil Rights movement, Pan-Africanism, and Negritude in America, Europe, the Caribbean, and Africa, Affirmative Action, African-American family life, demographics, health/mental health, illness, spirituality, resilience, and optimal development. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

EHTP 3500 Humanistic Psychology and Psychotherapy

This course is intended to provide an introduction to and overview of humanistic psychology, including its origins and tributaries, its historical interrelations with Saybrook, and the possibilities that inhere for its future evolution and significance. We will consider, especially, humanistic psychology's spheres of influence in the arena of psychotherapy but also in education and upon culture considered more broadly. Humanistic psychology's critiques of alternate perspectives will be taken up, no less than those that have been leveled at humanistic psychology itself. The course will include an introduction to the writings of a triumvirate of founding parents – Carl Rogers, Abraham Maslow, and Rollo May – as well a consideration of their precursors and the ongoing work of simpatico voices in sister disciplines: Maya Angelou in literature, for example, and Robert Coles in psychiatry. One or two films resonant with core humanistic values/themes will also be included, as will John Coltrane's sublime 1964 jazz recording, *A Love Supreme*. The impulse that informs humanistic psychology speaks in various voices. We shall take time in this course to savor its several expressions and callings. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

EHTP 3510 Transpersonal Psychology and Psychotherapy

Transpersonal Psychology and Psychotherapy investigates human experiences that transcend the ordinary, particularly spiritual experiences and altered states of consciousness. This course reviews the Western roots of transpersonal psychology in the works of William James, Carl Jung, and Abraham Maslow. It also examines the relationship of transpersonal psychology to spiritual traditions, including shamanism, Buddhism, and Hinduism, as well as mythology and other forms of spiritual investigations. Transpersonal clinical approaches in therapy and research methods are also addressed. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

EHTP 3515 Foundations of Phenomenological Psychology

Phenomenological psychological research is rooted in a rich tradition of philosophical and psychological thought. This course offers students an overview of the philosophical background and critique of mainstream psychology that underlies phenomenological psychology. Students will survey the philosophy of Husserl and Merleau-Ponty and read Giorgi's landmark book, *Psychology as a Human Science*, which exemplifies the re-envisioning of psychology along phenomenological and humanistic lines. 3 credits

EHTP 3520 Multicultural Perspectives on Death and Loss

The way individuals experience death and loss is strongly influenced by culture as well as religious and spiritual beliefs. In this course, a variety of different cultural, spiritual, and religious perspectives on death and loss will be explored. Additionally, the course will explore ways individuals in helping roles can work with death and loss in a culturally-sensitive manner. Special attention will be given to existential, humanistic, and transpersonal perspectives to working with cultural differences pertaining to death and loss. 3 credits

EHTP 3525 Microaggressions: An Existential, Humanistic, and Transpersonal Perspective

One of the most difficult feelings to rid oneself of is the emotional turmoil associated with being denigrated by a person or group in a position of power. Feelings of anger and confusion are often followed with those of inferiority. The internal struggle is exacerbated when it seems obvious that the perpetrator had no ill-intent in conveying the denigrating message. Society is replete with these microaggressions that more often than not go unnoticed yet have a lasting impact on the recipient. This course will define and explore common microaggressions, how they are manifested, and how to respond. Particular attention is given to existential, humanistic, and transpersonal perspectives on microaggressions as well as ways even these perspectives may, at times, also inadvertently perpetuate microaggressions. 3 credits

EHTP 3535 Death, Loss, and Meaning in Existential Psychology

This course is designed to introduce students to how existential philosophers and psychologists approach and work with the themes of death, loss, and meaning. Death and loss are considered in both their literal and symbolic forms, which encompasses losses associated with many different life transitions. Themes such as transience, impermanence, detachment, and meaning-making will be explored in depth in a professional, clinical, and personal manner. The students will be introduced to the work of philosophers, sociologists, doctors, psychologists, and creative writers as they confront how finitude is an inescapable aspect of our existence. Students will be encouraged to integrate academic theory with personal reflection and application. This course also satisfies the Clinical Interventions III/IV

requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

EHTP 3600 Carl and Natalie Rogers: A Father-Daughter Legacy of the Person-Centered Approach

The creative spirit within each individual longs to emerge, to be known and celebrated. This course is an introduction to the Person-Centered Approach and creative spirit Carl Rogers shared with his daughter Natalie Rogers, their work together, and the legacy he passed on to her. It covers the person-centered philosophy and research of Carl Rogers and Natalie Rogers's person-centered approach to expressive arts and her unique process called the Creative Connection. This course lays the groundwork for understanding the philosophical roots of Natalie Rogers's model of experiential learning and how the creative process puts us in touch with our soul, our spirit, and our inner wisdom. Students will learn how Natalie Rogers's work in Person-Centered Expressive Arts Therapy promotes self-expression through the creative arts - movement, art, music, and writing, and how it focuses on the inner journey through a creative process fostered by a safe, accepting, non-judgmental, person-centered environment. 3 credits

EHTP 3605 Kabbalah and Transpersonal Psychology

The objective of this course is to give an overview of the Kabbalah—the esoteric offshoot of Judaism—and its contemporary relevance for transpersonal psychology. The major teachings of the Kabbalah and Hasidism will be presented concerning human personality and growth, as well as classic methods such as meditation for awakening intuition, creativity, and other higher potentialities. 3 credits

EHTP 3610 Transpersonal Neuroscience

This course examines transpersonal states of consciousness as seen through the eyes of contemporary transpersonal psychology and brain science and the controversies that surround these topics. Sections of the course will examine the nature of consciousness itself, in brain science as well as the philosophy of mind and transpersonal psychology, and explore in nontechnical ways the fundamentals of transpersonal neuroscience and consciousness, looking toward how this approach sheds light on spirituality and higher states of awareness. 3 credits

EHTP 3615 Existential Psychology and Literature

Kafka, it is clear, read Freud. What might have happened had Freud read Kafka? What if psychology had inclined from the start—as William James, Otto Rank, and Rollo May had urged—toward literary and intuitive epistemologies and conceptions of the mind as it sketched out its apparent topography? Modernist European writers like Pirandello, Woolf, Kafka, Musil, Beckett, and Broch were native psychological geniuses who understood reflexively that existence and psychology could not be systematized—precisely why they opted for fiction and sometimes essay as their preferred methodologies. “No longer joy in certainty but in uncertainty,” exhorted the forward-looking Nietzsche; “No longer ‘cause and effect’ but the continually creative.” In this course, we shall consider selections from the work of some of these modernist masters and several others as well and, so, open up to the crossroads between literature, awareness, world, and the mind. We will be considering, in effect, a gathering of “existential soundings” and thereby inquiring into that, arguably, that only the literary sensibility can say. 3 credits

EHTP 3620 Poetry, Healing, and Growth (Project X course)

Poetry has long been incorporated in processes of healing, enduring suffering, and creating meaning across cultures. This course examines particular ways that poetry can be used to facilitate healing and growth processes. Consideration is given to how poetry can be used intrapersonally, in relational

contexts including counseling or therapy, and other social or cultural contexts. Additionally, the course will examine the use of poetry by the therapist or healer as well as by the client or person seeking growth or healing. 3 credits

EHTP 4530 Psychology, Religion, and Spirituality in Their Cultural Contexts

This course provides an overview of the ways that religion and spirituality interact with psychology with special attention to the cultural context. This includes an exploration of various models for how religion and spirituality can relate to science and, in particular, psychology. Various models for psychology of religion and spirituality are considered, as well as models for integrating religion and spirituality with psychology. Psychology historically has had a complex relationship with religion, spirituality, and culture. The primary purpose of this course is to explore various models for the interrelationships of psychology, religion, and spirituality with special consideration given to the cultural influences upon these relationships. Consideration will be given to these domains (psychology, religion, spirituality, and culture) separately as well as from an integrated perspective. The course begins with an overview of definitions and exploration of epistemological issues relevant to how science and psychology can relate to religion and spirituality. The next section of the course explores various models for the psychology of religion, followed by a section on models for integrating psychology with religion and/or spirituality. The concluding sections of the course devote attention to the cultural contexts for the relationships between psychology, religion, and spirituality as well as consideration to applications of the psychology of religion and the integration of psychology with religion and spirituality. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

EHTP 4535 The Use of Poetry with Death, Loss, and Life Transition

The creative arts are often used to assist people facing death, loss, and other important life transitions. Similarly, these life events often cause individuals to reflect upon the meaning in their life and seek to create new meaning, which can be aided by poetry and the creative arts. This course focuses on the use of poetry when encountering death, loss, and life transitions. Students are encouraged to reflect upon their own use of creativity in times of difficult life transitions. Additionally, students will explore ways to facilitate the use of poetry with others facing life transitions. Poems from various cultural backgrounds are considered. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed with CS 4535 and PSY 4535. 3 credits

EHTP 3540 Foundations of Hermeneutic Psychology

The word hermeneutics comes from Greek ἐρμηνεύς (ermēneús, “translator, interpreter”); hermeneutics is the theory of textual interpretation. This course will examine how hermeneutics as a philosophical theory relates to psychology. The objective is to understand from a theoretical point of view how much psychological method has to do with interpretation. Therefore, the course will examine the philosophical texts of Husserl, Ricoeur, Habermas, and Zahavi in order to clarify the foundations of psychological research method from a hermeneutic perspective. 3 credits

EHTP 6150 Existential Psychotherapies II: Rollo May and the Existential Tradition

Rollo May was the founding parent of existential-humanistic psychology and a pivotal figure in what we may call philosophical/psychological rapprochement. His books, byproducts of a profound disposition and wide-ranging literacy and curiosity, encourage a rich dialogue between philosophy and psychology and the broader humanities. May expresses concretely what he believed from the time of his earliest

work: that psychology requires a grounded, theoretically cogent, interdisciplinary approach to human nature. His books remain an auspicious place to start for those interested in learning about what psychology at its most esoteric can be. In this course, we will consider Rollo May's work and legacy attentively, thereby glimpsing what psychology at its most visionary and rarified might be. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

EHTP 8151 Practicum in Professional Practice

This course is intended for students seeking practicum training not related to clinical practicum or the MFT program. Students are responsible for arranging the practicum and should consult the director of the EHTP Specialization in order to identify a Saybrook faculty liaison. Prerequisites: Open only to students pursuing an EHTP certificate. 3 credits

EHTP 8950 Certificate Integrative Seminar

The final part of the Certificate is the integrative paper. The purpose of the integrative paper is to give the learner an opportunity to draw together the most important aspects of the Certificate courses, to assess strengths and identify further learning needs, and to develop a specific plan for continuing personal and professional work. Prerequisites: Open only to students pursuing an EHTP certificate. 1 credit

Psychology (PSY)

PSY 1500A Foundations and Critique of Contemporary Psychology -- Part I

This is a required course for all incoming psychology students in both the master's and doctoral programs. The purpose of this course is to provide a solid underpinning in the foundational topics in the field of contemporary psychology. The course will cover mainstream perspectives and humanistic perspectives on the foundational themes addressed in contemporary psychology. 3 credits

PSY 1500B Foundations and Critique of Contemporary Psychology -- Part II

This is the second required course for doctoral students. The purpose of this course is to provide a solid underpinning in the foundational topics in the field of contemporary psychology. The course will cover mainstream perspectives and humanistic perspectives on the foundational themes addressed in contemporary psychology. Prerequisites: Successful completion of PSY 1500A. 3 credits

PSY 1035 Critical Thinking

Critical thinking is a systematic attempt to minimize error and bias, and to ensure that assertions and conclusions represent sound reasoning. This course is intended to give students a solid grounding in basic analytic skills and in the art of detecting, acknowledging, and correcting errors. It covers relatively smaller units of study (sentences) through very large units of study (paradigms). By the end of the course, students should be able to find flaws in logic, construct reasonable arguments, and discern underlying belief systems. By mastering classical modes of reasoning and argumentation, students will be better prepared to test unusual ideas and methods, and to present their findings to people who may not share their worldview. The skills taught in this course are basic to most courses at Saybrook, and complement the theoretical work done in Theories of Inquiry, the methodological techniques presented in Overview of Methods, and the breadth of vision taught in Interdisciplinary Psychology. 3 credits

PSY 9200 Master's Project (M.A.)

This course is designed for students who intend to complete a master's degree culminating project that will not involve the use of human participants in any way (e.g., an expanded literature review; developing an intervention or program, but without implementation or piloting in any way; writing a training manual based on theory only, etc.). For PSY 9200, no committee is formed; that is, the course has one instructor only. In addition, the student does not need to go through the Institutional Review Board review and approval process for this course nor is there a project oral examination attached. If opting for PSY 9200, the course supervisor must be a member of the Psychology degree program faculty or someone approved by the degree program director and/or Specialization director. 3 credits

Psychophysiology (PH)

PH 500A Psychophysiology Proseminar – General Biology

Students needing to meet the prerequisite of having had an undergraduate course in general biology will register for one credit of the Psychophysiology Proseminar part A – General Biology. Credits taken as part of fulfilling the prerequisites do not count toward the doctoral degree but do count toward full time status. The overall objective is for students to learn material and concepts within the subject matter of the course which is needed to form a solid basis for performing graduate level work in psychophysiology. Students will become familiar with the concepts and material usually covered in the course by doing readings in the assigned standard text and other materials, individual real-time discussions with faculty via the web, and developing answers to topic related questions. 1 credit

PH 500B Psychophysiology Proseminar – General Psychology

Students needing to meet the prerequisite of having had an undergraduate course in general psychology will register for one credit of the Psychophysiology Proseminar part B – General Psychology. Credits taken as part of fulfilling the prerequisites do not count toward the doctoral degree but do count toward full time status. The overall objective is for students to learn material and concepts within the subject matter of the course which is needed to form a solid basis for performing graduate level work in psychophysiology. Students will become familiar with the concepts and material usually covered in the course by doing readings in the assigned standard text and other materials, individual real-time discussions with faculty via the web, and developing answers to topic related questions. 1 credit

PH 500A Psychophysiology Proseminar – General Biology

Students needing to meet the prerequisite of having had and undergraduate course in general biology will register for one credit of the Psychophysiology Proseminar part A General Biology. Credits taken as part of fulfilling the prerequisites do not count toward the doctoral degree but do count toward full time status. The overall objective is for students to learn material and concepts within the subject matter of the course which is needed to form a solid basis for performing graduate level work in psychophysiology. Students will become familiar with the concepts and material usually covered in the course by doing readings in the assigned standard text and other materials, individual real-time discussions with faculty via the web, and developing answers to topic related questions. 1 credit

PH 501 Elective Certificate: Professional Studies in Psychophysiology

Saybrook University offers an elective certificate specialization in Professional Studies in Participants use 15 elective credits taking several distance based psychophysiology courses and writing a paper summarizing what they have learned. This specialization is a valuable way to both learn about various aspects of psychophysiology such as biofeedback, neurofeedback, genetic bases of behavior, optimal functioning, and etc. and to provide evidence of solid training in psychophysiological techniques and biofeedback. Each course is between 1 and 3 credits. The required core courses for the certificate are (1) PH505 Biological basis of behavior (Introduction to psychophysiology) 3 credits, (2) PH510A General biofeedback lecture (psychophysiological assessment and intervention) 3 credits, and (3) a capstone paper summarizing what has been learned while taking the certificate. 0 credits

PH 505 Biological Bases of Behavior

This course is an exploration of biological bases of behavior with special emphasis on clinical examples. This course addresses questions of how the human brain and nervous system produce our range of behaviors: sensation, emotions, sleep and dreams, reproductive behavior, language, and memory. Beginning with the basic structure and function of the nervous system, we move to explore the organic bases of behavior exploring how endocrine, immune, and nervous systems contribute to homeostasis, health, and disease. Clinical examples include depression, schizophrenia, eating disorders, sleep disorders, aggression, dyslexia, and amnesias. 3 credits

PH 507A Anatomy and Physiology for Psychophysicologists - Lecture

This is a graduate level course in human anatomy and physiology as applied to behavioral medicine. Each basic structure and organ system is discussed with regard to both anatomical aspects and physiological functions as they change over time and in relation to both the external and internal environment. The nervous system is not emphasized as it is detailed in another course. Interactions between the complex web of hormonal feed-back loops and dysregulation of behavior, emotions, and drives is discussed in relation to implementation of behavioral interventions. Other areas emphasized are respiratory physiology, behavioral immunology, psychophysiology of pain, interactions between pain, stress, and muscle tension, pathophysiology of headache, cardiovascular disease and hypertension, and basic kinesiological concepts. 3 credits

PH 507B Anatomy and Physiology Lab.

It is crucial to have a laboratory in addition to the lecture course as the lecture course simply cannot provide students with the hands on experience required of psychophysicologists to understand (a) the complex but incredibly tiny and fragile connections between the parts of the mammalian brain, (b) the structures of major parts of the brain which limit their functions, and (c) the requirement for very exact placement of muscle sensors to avoid picking up spurious signals. It requires actual hands-on experience with physical relationships between muscle locations to realize where signals recorded from a muscle of primary interest originate. As important, it is crucial to understand why some muscles are located in such a way that they cannot be recorded from the surface. The in-person portion of the laboratory is about 4 hours of dissection of a sheep brain and guinea pig muscles. The 11 hour web based portion consists of watching videos of dissections to prepare for the hands on work, performing virtual dissections, and watching dissections of human cadavers. 1 credit

PH 510A Psychophysiological Recording and Intervention / General Biofeedback Lecture

This course provides a basic understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine including surface

electromyography, electroencephalography, respiration, blood pressure, pulse rate, skin temperature, and electrodermal responses. Sufficient knowledge about how common psychophysiological recording and biofeedback instruments function and are used is provided so students can incorporate psychophysiological aspects of assessment into their normal practices. This course also teaches the principles and applications of biofeedback as used in educational and clinical settings. It does not emphasize electroencephalographic (EEG) biofeedback as this is covered in a separate course. The strengths and weaknesses of evidence supporting the use of biofeedback for a variety of clinical disorders is reviewed and the techniques for actually doing biofeedback are detailed. Techniques for using biofeedback as a tool for shaping and conditioning responses to stress are emphasized. The laboratory portion of the courses provides sufficient hands on exposure to typical, clinical grade psychophysiological recording and biofeedback equipment and techniques that students will be able to recognize adequate and inadequate signals and be able to attach sensors to their patients appropriately so that good signals can be recorded. 3 credits

PH 510B Psychophysiological Recording and Intervention / General Biofeedback – Lab

The general biofeedback laboratory gives students an opportunity to practice attaching sensors and using biofeedback techniques with other students. Techniques for using sEMG biofeedback and other psychophysiological techniques to correct problems including movement disorders, pelvic floor disorders, etc. are demonstrated and attempted. 1 credit

PH 511 Genetic Influences on Behavior

This course explores the impact of genetics on human behavior in relation to the environment. Behavioral genetics addresses questions such as: “How do genes determine behavior? How much of behavior is nature versus nurture? How do behaviors evolve?” The course and its text provide “a range of examples, such as laboratory studies on flies and mice, field observations on species as diverse as butterflies and meerkats, as well as human behavioral disorders. Students will become familiar with “genetic principles with neurobiological and ecological perspectives so they learn how to find and map genes that affect behaviors. They will also learn how the coordinated expression of ensembles of these genes enables the nervous system to express complex behaviors in response to changes in the environment”. 3 credits

RES 512A Research and Statistics in Psychophysiology Lecture

This course covers the basic steps and time-line of a project, steps in formulating and maturing a question, research ethics, the protocol approval process, background and literature searches, and methods of determining a project's feasibility and relevance. The logic and progression of study designs used to evaluate the efficacy of behavioral medicine studies is detailed and exemplified. Topics include single subject and single group designs - cohorts, multiple group designs, strengths and weaknesses of longitudinal and cross-sectional studies, prospective experimental vs. observational and retrospective designs. Students will learn how objective tests, surveys, and inventories are normalized in comparison with various groups, analyzed, and critiqued. The course also covers research protocol design, the consent form, and the protocol review process. This section covers subject selection techniques (sampling, inclusion - exclusion, etc.), kinds of data (dichotomous, nominal, ordinal, continuous, etc.), techniques for hardening subjective data, validity and reliability, survey and questionnaire design, as well as pilot studies and the initial power analysis - feasibility and resources. The statistics section is designed to teach students how to analyze typical study designs used in behavioral medicine. It includes qualitative and quantitative data reduction and analysis, descriptive statistics in clinical practice,

inferential statistics - parametric and non-parametric, power analysis, pattern analysis, and analysis of outcome and quality of life studies. Students use standard data analysis software to analyze practice data sets so they become familiar with the use of these programs. 3 credits

RES 512B Research and Statistics in Psychophysiology – Research Experience

Students are rarely proficient in the skills actually required to perform a research project at the level and complexity of a dissertation. This course gives students a chance to apply skills taught in the lecture portion of the research course including subject recruitment, data gathering, and data analysis to actual subjects by participating in a preapproved research study. 2 credits

PH 515 Pain Assessment and Intervention from a Psychophysiological Perspective

This course describes the underlying psychophysiology of pain and summarizes the strengths and weaknesses of evidence supporting the efficacy of self-regulatory interventions for prevention and reduction of various pain problems. Interactions between pain, stress, and muscle tension are emphasized. Extensive examples of how to perform psychophysiological interventions for various psychophysiological maintained and magnified pain states are provided. The pathophysiology of migraine, tension, cluster, rebound, medication induced, and other types of headaches is reviewed. Current schema for differential diagnosis of the various types of headache are discussed in relation to interactions between behavioral medicine providers, neuropsychologists, psychiatrists, neurologists, and other health care providers. The evidence supporting the efficacy of behavioral interventions for various types of headaches is reviewed. Detailed examples of patient education and training materials are provided along with typical behavioral training regimens and pathways. 3 credits

PH 517 Introduction to Behavioral and Alternative Medicine

Complementary and alternative (C & A) practices are rapidly finding acceptance within the clinical community. Simultaneously, “accepted” practices are falling from favor as they are shown to be ineffective or even counterproductive. Patients now visit as many or more “alternative” providers as traditional providers and are spending billions of dollars on attempts to get care not available from the traditional medical community. This course is intended to provide students with a balanced overview of a selection of complementary and alternative medicine and behavioral medicine interventions recently and currently practiced in the “West”. It is also intended to help students learn to evaluate the strengths and weaknesses of the claims made by the proponents of these practices so they can more readily separate the real knowledge from the emotional advertising. The course provides students with practice in and techniques for objectively assessing the validity of claims presented in formats different than usually acceptable to current “Western” science. 3 credits

PH 518 Hormonal and Perceptual Influences on Behavior

Hormones have huge impacts of many aspects of our behavior ranging from instinctive sexual behaviors through identification of likely spouses, how we remember events, patterns of play, etc. Differences in our perceptual abilities result in our perceiving the world so differently that they influence many of our fears and beliefs about what is around us. This course explores the mechanisms through which hormones and perceptions lead to many of our most fundamental beliefs and the behaviors based on them. 3 credits

PH 520 Principles and Theories of Stress Management and Relaxation / Imagery Training

This course provides the basic information on the principles and theories underlying the application of stress management techniques in a variety of settings including the workplace, schools, and clinical

practice. The course provides a historical perspective on development of these practices and a comparative approach to their use among the world's cultures. Methods for identification of stressors are emphasized. Practices reviewed include meditation, autogenic exercises, humor, progressive muscle relaxation training and many others. Evidence supporting the efficacy of these practices in preventing and correcting stress related problems is detailed. The indications, non-indications and contra-indications of relaxation therapies are discussed. The course then provides detailed instruction in how to perform these techniques including typical multi-session regimes, handout, etc. The laboratory gives students a chance to practice these techniques under supervision on each other. 3 credits + 1 credit lab

PH 522A Psychophysiological Entrainment and Stimulation Lecture

This course provides sufficient information on psychophysiological entrainment and stimulation for students to understand how various forms of physical stimulation are used to alter the brain and body's functioning. Topics include (1) magnetic stimulation of the periphery to induce changes in peripheral blood flow, (2) magnetic stimulation of the brain to induce out of body experiences and control headaches, (3) physiological entrainment of breathing for control of hypertension, (4) Basics of arousal and dysarousal, (5) review of QEEG and HRV in relation to entrainment, (6) Physiology of AVE, (7) Standard Studies on AVE, (8) Cognitive Studies on AVE, (9) CES, (10) tDCS, (11) HRV – breath-work exercise, (12) Programming with the DAVID Session Editor, (13) use of “alphastim”-like devices to alter states of consciousness, and (14) neuromodulation including rTMS, etc. 2 credits

PH 522B Psychophysiological Entrainment and Stimulation – Lab

The laboratory gives students the opportunity to experience the processes discussed in the lecture portion of the course and begin learning to apply several within the clinical and training environments. 1 credit

PH 525 Neuropsychophysiology (Nervous System Functions in Psychophysiology)

The course covers central and peripheral nervous system anatomy and physiology and finishes with an emphasis on nervous system pathophysiology. The brain/spinal cord plexus is discussed from both anatomical and physiological perspectives concentrating on plasticity in response to changes in the external and internal environment as well as viewing the system as an interactive organ with hormonal, nerve based, and blood flow based feedback and control systems. Current theories of memory formation and change with time and emotions are emphasized, as are effects of emotions and the environment on brain function. Psychophysiological recording methodology including EEG and scans such as MEG and PET are examined in relation to their uses in behavioral medicine. Neurological disorders centered on the CNS (such as epilepsy) are discussed in relationship to psychophysiological evaluations and behavioral interventions. The anatomy and physiology of the autonomic and somatic branches of the peripheral nervous system are discussed to provide a basic understanding how the system works in relationship with the whole body's function and health. Emphasis is on the ever-changing balance between the sympathetic and parasympathetic portions of the autonomic nervous system that alters functions of nerves, glands, and muscles which can be trained to achieve a balanced life. The impact of the somatic nervous system on perception and action is also emphasized. 3 credits

PH 527A EEG Biofeedback: Assessment and Intervention Lecture

This course teaches the principles of recording the brain's electrical activities through EEG, as well as other imaging techniques, that pertain to applied to psychophysiological assessments and interventions.

The basic psychophysiology of the EEG signal is reviewed in relationship to educational applications and disorders (such as epilepsy and ADHD) treated with EEG biofeedback. The strengths and weaknesses of evidence supporting the use of EEG biofeedback for a variety of clinical disorders is reviewed and the techniques for actually doing EEG biofeedback are detailed. 3 credits

PH 527B EEG Biofeedback: Assessment and Intervention – Lab

This 15-hour lab includes an 8-hour in-person demonstration and practicum at either the Saybrook RC or the AAPB annual meeting. The hands-on practicum is finding 10-20 sites based upon the 10 and 20% model and hooking up a client to perform 1 and 2 -channel EEG recordings for neurofeedback training purposes. It will guide you through observing and remediating biological artifact (such as eye blinks, saccades, glossokinetic activity, cardioballistic interference) during the recording as well as observing transients that may require further medical interpretation. The students will practice determining and setting up protocols as well as operantly shaping the learning through threshold and sustained-reward paradigms. Finally, reviewing the session results will be demonstrated. 3 credits

PH 528 Theoretical and Clinical Considerations in Advanced EEG Biofeedback Methodologies

EEG Biofeedback has radically expanded over the past 10 years. As a result the list of treatment options can seem overwhelming. Amidst the clamor of competing ideologies, manufacturers and treatment modalities, it is the responsibility of the advanced EEG biofeedback clinician to create a treatment approach that is effective and engaging for the trainee/patient/client. This class moves beyond the introduction to basic EEG feedback modalities and equipment, and into an overview of the state of the art of EEG, and the subsequent options and complex treatment decisions that are necessary in operating competently in the modern Neurofeedback climate. 3 credits

PH 530A Behaviorally Oriented Techniques I

The course covers five main areas: (a) wellness and community / group psychophysiology, (b) operant and classical conditioning, (c) imagery, (d) cognitive restructuring, and (e) meditation techniques. Wellness programs for maintaining and increasing the health of individuals and of specific communities such as students in a class, older people in an assisted living community, workers in an office or factory are becoming increasingly popular. The evidence supporting the efficacy of these programs is reviewed and ways to optimize such programs, in light of this evidence, for different groups is discussed. Classical operant and instrumental conditioning are powerful tools which can be used to shape the behavior of individuals and groups in the work/school and clinical setting. The history of, supporting evidence for, and basic techniques for each type of conditioning are presented. The standard techniques of self-hypnosis, and imagery training are described and students are taught the elements of their application. Uses of these techniques with specific types of patients and integration of these techniques into other behavioral medicine interventions is discussed. The history, supporting efficacy studies, and basis for the major meditation techniques are described in relation to self-regulation. 3 credits

PH 531B Behaviorally Oriented Techniques II Practical Experience

The practicum gives students a chance to practice the techniques learned in the lecture portion of the course using normal volunteers while being supervised via phone or e-mail before and after each session. 1 credit

PH 531C Behaviorally Oriented Techniques III Lab

The laboratory gives students an opportunity to practice behavioral techniques learned in the lecture portion of the course on other students while being supervised. 1 credit

PH 535 Clinical Psychopharmacology

Students develop foundational understanding in psychopharmacology important to client-oriented clinical practice in psychotherapy and counseling. Students develop skills in forming a collaborative team with the client and the prescribing health professional. The course surveys fundamental diagnoses that may be accompanied by psychotropic medications and methods to help clients monitor medication effectiveness. The course emphasizes psychoactive medications within a biopsychosocial understanding of the client. The course surveys the interface of psychoactive medications in the practice of psychotherapy and counseling. 3 credits

PH 540A Psychophysiological Assessment of Sleep Lecture

This course covers the basic psychophysiology of sleep and sleep disorders as well as psychophysiological and other methods of assessing sleep. The basics of sleep cannot be understood without a firm understanding of biological rhythms so this topic will be covered as it relates to sleep. 3 credits

PH 540B Psychophysiological Assessment of Sleep Observational Experience

Students will observe many of the recording techniques discussed in the lecture portion of the course by spending a minimum of one day (night) observing a modern sleep assessment laboratory in action including data acquisition and analysis. 1 credit

PH 545A Optimal Functioning: Psychophysiological Applications in the Community, School, Sports, and Workplace Lecture

Effectively working within large organizations to increase work efficiency, decrease accidents, and increase morale while decreasing stress related absences, disorders, and conflicts is a complex task being requested by more and more employers as the impact of stress on the workforce become better recognized. Optimal performance in these environments is difficult but achievable with appropriate training. The research supporting the efficacy of such efforts is reviewed and the typical techniques for interventions with diverse groups are illustrated. A wide variety of behavioral interventions have been effective in enhancing and optimizing performance in many settings. Effects include increased endurance and accuracy under many circumstances – especially within sports and the military. The evidence supporting this assertion is reviewed and examples are provided of specific interventions shown to be effective in specific circumstances. Effective presentation of behavioral medicine concepts to diverse groups is a daunting task which requires considerable training and experience. Practices are frequently augmented through communicating with peers, other health care professionals and administrators, the public, and potential patients. Effective methods for presenting to each type of group are very different but have been well worked out. Typical presentation methods for workshops, lectures, and public appearances are presented which are likely to optimize understanding of behavioral medicine techniques. 3 credits

PH 545B Optimal Functioning: Psychophysiological Applications in the Community, School, Sports, and Workplace Practical Experience

Students need to learn how to present the concepts and value of behavioral medicine techniques to a variety of audiences if they are going to be able to use their new skills in their clinical environments because patients need to be attracted to programs, other clinicians need to understand how behavioral

medicine fits into clinical treatment programs, and administrators need to understand the economic and clinical value of the techniques. Once sufficient credits are accrued to have completed four quarters, each student must give at least two talks each to people representative of (1) the public, (2) clinicians, and (3) administrators before they can graduate. Talks are planned with the assistance of the student's advisor and a brief outcome report of each talk must be approved by the advisor before credit for the talk can be given. 1 credit

PH 550A Clinical Hypnosis Lecture

The standard techniques of Clinical Hypnosis are described and students are taught the elements of their application. Uses of hypnotic techniques with specific types of patients and integration of these techniques into other behavioral medicine interventions is discussed. The laboratory gives students an opportunity to practice these techniques on other students while being supervised. It is the intent of this course to 1. Provide students with a basic background and appreciation of the history of clinical hypnosis and provide an introduction to a variety of current theories of the mechanisms of hypnosis. 2. Provide students with fundamental skills needed to induce a hypnotic state and a knowledge base to make clinical use of the hypnotic condition in a variety of situations. 3. Provide students with sufficient knowledge to understand pertinent legal and ethical considerations related to the use of clinical hypnosis. 4. Provide an overview of the empirically validated uses of hypnosis. 3 credits

PH 550B Clinical Hypnosis - Lab

An in-person training session makes use of the theoretical knowledge taught in the lecture portion of the course to provide students with fundamental skills needed to induce a hypnotic state to make clinical use of the hypnotic condition in a variety of situations. 1 credit

PH 555 Biofeedback for Neuromuscular Reeducation

This course teaches the elements of kinesiological movement science and how control of movement is distorted by different clinical conditions. The course includes the elements of (a) trigger point, (b) posture, and (c) motor control / coordination assessment. Methods for using psychophysiological recording techniques for assessment of movement related disorders and postural problems are illustrated. The impact of poor posture and improper sequencing of muscle motions as well as of improper levels of tension on development and sustainment of various pain problems such as tension headaches and low back pain are discussed. Techniques for using sEMG biofeedback and other psychophysiological techniques to correct these problems are illustrated. Issues of which techniques should be applied by which types of professionals given various training and scopes of practice are discussed. 3 credits

PH 556A Quantitative Electroencephalogram as an Assessment Tool for Brain-Based Disorders Lecture

Quantitative electroencephalogram (QEEG) has become an important technique for psychophysiological assessment of brain-based disorders. This course covers reading and de-artifacting the EEG record, montages, database comparisons, drug effects on the EEG, frequency analysis, spectral and topographic aspects and basic neuroanatomy and physiology, based upon Brodmann areas and anatomical structures. 2 credits

PH 556B Quantitative Electroencephalogram as an Assessment Tool for Brain-Based Disorders – Lab.

The laboratory permits students to apply information learned in the lecture portion of the course to develop the practical skills using QEEG equipment to properly attach sensors to subjects and practice standard recording techniques on each other. 1 credit

PH 557 Cardiorespiratory Psychophysiology Emphasizing Heart Rate Variability

This course emphasizes (a) methods for evaluation and modification of breathing efficiency such as capnometry and (b) methods for evaluation and modification of autonomic quieting such as heart rate variability. Topics covered include (1) Cardiac anatomy and physiology, (2) Respiratory anatomy and physiology, (3) Autonomic nervous system anatomy and physiology, and (4) Heart rate variability psychophysiology, instrumentation, measurement, biofeedback strategies and applications. 3 credits

PH 560 Ethical, Legal, and Professional Standards in Applied Psychophysiology

This course discusses ethical, legal, and professional standards issues in relationship to people from numerous fields adding psychophysiological interventions to their practices. Issues such as changes in scope of practice as well as limitations and guidelines set by governmental and professional organizations are discussed. The ethics of providing care for patients in the psychophysiological arena are discussed with special emphasis on use of unsubstantiated techniques into standard practice. The intent of this course is: To provide students with a basic understanding of both the role and function of ethical principles, legal issues, and professional behavior so they can apply that knowledge in their professional activities. To provide students with a strategy for resolving ethical dilemmas and for reducing risks for clients/patients and themselves. To provide students with practice in resolving potentially problematic situations via the use of case examples. 3 credits

PH 565 Pelvic Floor Disorders

This course provides a basic understanding of pelvic floor functions and structures along with clinical etiologies of pelvic floor disorders treated by behavioral interventions. Urinary incontinence, fecal incontinence, and muscle tension related pelvic floor and vaginal pain are emphasized. Sufficient information on research supporting behavioral interventions, clinical protocols for behavioral interventions, and sufficient simulated demonstrations are presented to bring health care providers to the point where they have the knowledge base needed to provide these interventions to their clients, within their scopes of practice and expertise, after the providers gain hands-on experience by working with experienced practitioners. 3 credits

PH 570 Clinical Practicum and Field Experience

No amount of course-work can replace properly supervised hands-on experience when it comes to learning how to apply new skills. Students are required to accrue a minimum of 90 hours in actual practice of psychophysiology. These hours can be obtained at any clinical settings which the student and instructor agree upon. Students cannot take practicum hours in areas / skills in which they are already proficient and / or certified. Note that students can use this time to receive the hands-on training required for BCIA certification. A minimum of two sets of differing skill / pathology areas (such as pelvic floor, hypertension, pain, etc.) must be experienced at not more than three sites. Students are responsible for making financial and administrative arrangements with the director of each clinical setting. The staff of the setting is entirely responsible for supervising the student's clinical work at that setting and must agree to send the instructor a detailed report of the student's experience and progress. Specific learning objectives for each site are developed conjointly with the student, the program's instructor, and whoever is responsible for the student at the clinical site. Each site must be approved in writing by the program's instructor before work can begin at that site. No credit is given for hours

worked until a report of successful completion of the agreed-upon learning experience is received from the site. 4 credits

PH 572A & B Dissertation Planning Seminars

Performing research is a crucial part of the learning experience at the doctoral level. A research based, clinical dissertation must be completed before graduation. The program is designed so that work on the dissertation blends with other training received during the program's academic years. The dissertation project is designed to make an original contribution to the clinical literature in psychophysiology and to be directly and practically related to the student's intended clinical practice. Four credits of dissertation work are completed each year. Students participate in regularly scheduled Dissertation Seminars twice for each credit. At each seminar, a small group of students (not more than six) gather via voice based internet chat room to discuss their ideas, progress, and problems with their own dissertations under the leadership of an experienced faculty member. Potentiation takes place as students from a variety of fields positively support each other with ideas and suggestions for strengthening their projects. The seminars progress through all phases of designing, performing, analyzing, and writing the dissertation. 2 credits each – total of 4 credits

RES573 Dissertation Preparation

A research committee must be selected and the final version of the dissertation prepared while taking this course. The student and his / her dissertation advisor, who serves as chair of the student's dissertation committee, work closely together planning the dissertation and gathering the other members of the committee. The advisor guides the student through all of the parts of the dissertation process from planning, writing the protocol, performing the study, analyzing the data, and writing the results. This is normally a very close relationship with frequent interactions via e-mail and phone. 3 credits

PH575 Professional Development Planning Seminars

Students who have not yet established a clear career path need to plan how to integrate newly acquired psychophysiological skills into one's professional life is critical to insuring that the program is worth pursuing. Students participate in Professional Development Seminars given approximately monthly spread across the program's first year to aid in preparing a business plan which will be ready to be put into effect by the time the program has been completed. The plan is intended to be a guideline for application of psychophysiological skills in each student's unique setting, be it private practice, an institutional setting or any other system or combination. 3 credits

PH577 Case Seminars

Students meet by conference call about once per month for an hour and a half to discuss psychophysiological cases they have worked with. The discussion is facilitated by the course instructor(s). Students are expected to comment on each other's cases. Students scheduled to present at a particular meeting must e-mail brief case summaries of each case to be presented to the instructor(s) and other students at least a week in advance. These discussions are intended to guide students toward an understanding of how to incorporate psychophysiological assessment and interventional techniques into their usual approaches to patient care and to provide a bridge between the theoretical material presented during the lecture courses and the realities of modern clinical, educational, and coaching applications. The instructors are BCIA certified (Biofeedback Certification Institute of America certified) in general biofeedback, pelvic floor muscle disorders, and neurofeedback.

They will use the seminar to mentor students through sufficient cases so that each student meets the BCIA requirements for mentoring in any of the above specialties in which the student wishes to be certified. 3 credits spread across the second year of the program.

RES580A, B & C. Dissertation

The dissertation project is designed to make an original contribution to the clinical literature in psychophysiology and to be directly and practically related to the student's intended clinical practice. Students perform work on their dissertations in sequence with the dissertation planning seminars. A research committee must be selected and the final version of the dissertation prepared while taking CP573 – dissertation preparation. The dissertation is performed under the guidance of the committee's chair who is normally also the student's program advisor. The completed (25,000 word minimum) dissertation should be handed in when sufficient credits have been accrued to graduate. 10 credits (divided into 580 A – 4 credits; 580 B – 3 credits, and 580 C – 3 credits)

CLINICAL PSYCHOLOGY DEGREE PROGRAM

Area Abbreviation Index:

PSY Psychology

PSY 1011 Psychotherapy Proseminar: Humanistic Psychology

This proseminar provides an introduction to a range of humanistically-oriented perspectives for students to begin to develop an awareness of their own evolving professional identities in terms of their stances and beliefs about psychotherapy, psychopathology, and professional practice. *It is only offered during a Saybrook Residential Conference.* 0 credits

PSY 1080 History and Systems of Psychology

The objective of this course is to give the student an overview of the history of modern psychology in three streams in order to place more accurately the existential-humanistic and transpersonal movements in their proper context. The student will be expected to gain proficiency in the major events and personalities associated with each of the three streams, which include: 1) experimental psychology in the universities (i.e., the history of psychophysics, behaviorism, and cognitive psychology); 2) clinical psychology as both an academic and applied field (i.e., the history of largely depth-psychology, with an emphasis on the histories of Freud, Jung, Adler, and Erikson); and 3) existential-humanistic and transpersonal psychology, exemplified by the life and work of Carl Rogers, Abraham Maslow, and Rollo May. Cross-listed as EHTP 1080. 3 credits

PSY 2025 Systems of Psychotherapy

This course explores four broad categories into which the types of therapy fall: a) psychodynamic; b) behavioral and cognitive-behavioral; c) existential, humanistic, and transpersonal; and d) family systems approaches. The course surveys the history and development of each school and its views on human nature, psychological health, normal development, psychopathology, and approaches to intervention. 3 credits

PSY 2040 Existential Psychotherapies

The existential psychotherapist works with fundamental existential themes of human existence: death and freedom, choice and responsibility, isolation, relatedness, and meaning and mystery. These themes organize the basic structures with which human life is shaped and experienced, and therefore provide the context for an existential psychotherapy. This existential psychotherapy course explores clinical applications of existential theory to the human situation in individual and group therapy. As an introduction to existential psychotherapies, this course is in three parts: Part I (theory) lays out the historical and philosophical traditions that underlie existential psychotherapeutic practice; Part II (therapy) shows how existential therapy grows out of existential theory; and Part III (application) uses the case study method to consider how existential psychotherapy can be applied to a diverse set of problems and clientele. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed as EHTP 2040. 3 credits

PSY 2045 Existential-Humanistic Therapy: Experiential I

This course is the first of two four-day experiential courses taught by Existential-Humanistic Institute/Saybrook instructors as part of the Certificate program leading to a Certificate in the Foundations of Existential-Humanistic Practice. This Certificate program requires that both Part I and Part II be taken sequentially. The courses will be held off site, in October and March. For specific dates and more information visit the Existential-Humanistic Institute website at www.ehinstitute.org and click on "Certificate programs." This skill development course and the next has specific learning objectives: (a) how to cultivate personal and relational presence, (b) how to attend to intrapsychic and interpersonal processes, (c) how to illuminate personal life meanings, (d) how to cultivate a therapeutic relationship that effects change, (e) how to work with transference and counter transference within an existential context, (f) how to work existentially with resistance, and (g) how to recognize and work with existential life issues which may be present but disguised. Instructors will teach the principles of the e-h approach through live and video demonstrations, experiential exercises, and dyad work. 3 credits

PSY 2046 Existential-Humanistic Therapy: Experiential II

This course is the second of two four-day experiential courses given by Existential-Humanistic Institute/Saybrook instructors as part of the Certificate program leading to a Certificate in the Foundations of Existential-Humanistic Practice. This Certificate program requires that both Part I and Part II be taken sequentially. The courses will be held off site, EHTP 2045 in October and EHTP 2046 in March. For specific dates and more information visit the Existential-Humanistic Institute website at www.ehinstitute.org, click on "Certificate programs." Experiential courses I and II will offer some theory but will primarily focus on skill development. The existential-humanistic approach will be taught in live and video demonstrations, experiential exercises, and dyad work. An overarching assumption of the e-h approach is that it is the client's in the moment experiencing that forms both the underlying and actual process of therapy. This assumption anchors the existential practitioner in the principles of practice that focus on experience over explanation and process over content. This skill development, experiential course EHTP 2046 builds on experiential course EHTP 2045 by deepening the student's ability to cultivate therapeutic presence, to attend to both intrapsychic and interpersonal processes, to recognize and illuminate personal life meanings, to cultivate a safe and intimate therapeutic relationship, to work with transference and counter transference within an existential context, to work existentially with resistance, and to recognize and work with existential life issues which may be present but disguised. By gaining competency in these fundamental principles, the student will have a solid skill set for effective practice and have a foundation from which additional approaches such as a cognitive-behavioral one can

be employed. The Certificate program is intended as a mentoring experience that emphasizes the development of the practitioner as a whole person, appreciating that clinical practice is an art as much as a science. 3 credits

PSY 2047 Existential Psychotherapies III: James Bugental and the Existential-Humanistic Tradition

This course will be of interest to students who want to explore existential-humanistic psychotherapy as understood by James Bugental, one of psychology's most respected and talented practitioners. Bugental held that life's existential contingencies could often overwhelm causing a loss of centeredness, agency, and self-directedness. By focusing in the here-and-now, Bugental intended to promote inner presence, agency, and responsibility assumption in a client. Bugental's experiential approach is both powerful and effective—and is rarely found in traditional therapies. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed as EHTP 2047. 3 credits

PSY 2050 Psychopathology and Diagnosis

This course provides a critical overview of major schools of thought that have shaped modern thinking about various aspects of psychopathology (e.g. behavioral, biophysical, intrapsychic, phenomenological, and social) with attention to current diagnostic criteria of the DSM in relation to societal determinants of functional and dysfunctional behavior. Consideration is given to etiology, development, pathological patterns, psychotherapy, and critical evaluations of the field. Dysfunctional behavior is studied in the larger context of adaptation, self-actualization, and the development of human capacities. 3 credits

PSY 2060 Human Sexuality

This course presents an investigation of sexuality within the larger context of the human experience. Emphasis is placed on the study of human sexual development, dimensions of sexual behavior, sex education, health issues, sex therapy, ethical and legal aspects of sexuality and sex therapy, and art and sexuality. 3 credits

PSY 2505 Clinical Psychopharmacology

Students develop foundational understanding in psychopharmacology important to client-oriented clinical practice in psychotherapy and counseling. Students develop skills in forming a collaborative team with the client and the prescribing health professional. The course surveys fundamental diagnoses that may be accompanied by psychotropic medications and methods to help clients monitor medication effectiveness. The course emphasizes psychoactive medications within a biopsychosocial understanding of the client. The course surveys the interface of psychoactive medications in the practice of psychotherapy and counseling. 3 credits

PSY 3015 Cognition & Affect in Human Behavior

This course explores major theories, concepts, and current research in cognitive and affective bases of behavior, including information processing and learning, internal representational models, developmental influences, and relationships between cognition and emotion. Cognitive and affective experience and representation are addressed including conscious and unconscious, visual (including visual imagery), auditory (including inner speech), procedural (in complex skills like speaking), declarative (involving propositions about the world), and emotional processing. Individual

differences and cultural factors influencing cognitive processes and affective expression are presented. 3 credits

PSY 3025 Biological Bases of Behavior

This course is an exploration of biological bases of behavior with special emphasis on clinical examples. This course addresses questions of how the human brain and nervous system produce our range of behaviors: sensation, emotions, sleep and dreams, reproductive behavior, language, and memory. Beginning with the basic structure and function of the nervous system, we move to explore the organic bases of behavior exploring how endocrine, immune, and nervous systems contribute to homeostasis, health, and disease. Clinical examples include depression, schizophrenia, eating disorders, sleep disorders, aggression, dyslexia, and amnesias. 3 credits

PSY 3045A Clinical Intervention I

This course is the first required course in a sequence (Interventions I – IV) and it is launched at a Saybrook Residential Conference (attendance required). In this course, students begin advanced study of integrative humanistic psychotherapeutic interventions from three existential-humanistic perspectives: emotion-focused therapy, person-centered therapy, and existential therapy. Motivational Interviewing is also briefly considered. Research on existential-humanistic approaches is surveyed. The focus of this course is on development of clinical and therapy skills, including 1) Understanding of the client as the active agent of change in the therapeutic process and the therapeutic relationship, 2) Understanding the therapist's role in creating a safe therapeutic environment that includes empathy, genuineness, active listening, responsiveness, and positive regard for the client, and 3) Skills necessary for working with a variety of client issues with sensitivity to the complexity of human diversity and the importance of multicultural competency in clinical practice. 3 credits

PSY 3045B Clinical Intervention II

This course is the second required in a sequence (Interventions I - IV) and it is launched at a Saybrook Residential Conference (attendance required). In this course, students will continue further overview and development of intervention techniques and therapy skills as relevant to different modalities and populations: children, adolescents, adults, couples, families, groups, and communities. The course will focus on therapist role in selecting and implementing intervention strategies and monitoring progress, collaborative treatments, and skills necessary for working with a variety of client issues across lifespan with sensitivity to the complexity of human diversity and the importance of multicultural competency in clinical practice. 3 credits

PSY 3056 Group Therapy

This clinical course examines philosophies and models of group counseling and psychotherapy. The course has four fundamental goals. The first is a critical analysis of contemporary theories and models of group counseling and psychotherapy. The second is to be able to identify the theories and therapeutic group approaches that best fit the context and nature of the clinical requirements and are congruent with the personality and values of the student and clients. A third goal is developing sensitivity to the many ways in which one's values and beliefs impact one's choice of interventions. A fourth goal is to

encourage reflection regarding how the insights of different approaches to may be applied in a group context within a humanistic framework. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Check with Instructor or Program Director to learn more about residential component to course.
3 credits

PSY 3057 Family Therapy

This clinical course provides an introductory overview to the traditional and contemporary school of family therapy. Participants will critically review and consider various conceptualizations and approaches in the practice of family therapy, with particular attention to diverse family structures and settings. The course emphasizes case description, historical and developmental perspectives, theoretical models in systems formulations, and integration of cultural and social structures in contextual dynamics. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

PSY 3058 Child & Adolescent Treatment within Context

This clinical course is intended to afford learners an opportunity for advanced studies pertaining to the treatment of children and adolescents, including but not limited to, a) considerations in child/adolescent therapy, b) treatment of special populations, and c) comprehension from research to practice. The course considers developmental processes, treatment in context such as diverse systems like residential, foster care, school, healthcare, etc. There will be specific attention to considerations of multiculturalism and integrative treatment planning. Building upon and drawing from the fundamental principles for psychotherapeutic practice from a humanistic point of view, developed by the Task Force of the Humanistic Psychology Division of the American Psychological Association (Division 32 Task Force, 2001), learners will not only critique mainstream treatment approaches but strengthen clinical conceptualization for the integration of evidence-based and practice-based approaches within a humanistic stance. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

PSY 3059 Child Abuse Assessment and Reporting

This in-residence course provides a complete overview of the California Child Abuse Reporting Law for psychologists and provides students with clinical skills in recognizing signs of the possible child physical, emotional, and sexual abuse or neglect. Upon completion of the course, students will also understand when and how to talk to parents or other caregivers about referring them to proper authorities for suspected neglect or abuse; and when, how, and to whom to report suspected child neglect or abuse in their role as mandated reporters. This course meets the 7 contact hours of training in Child Abuse Assessment and Reporting required for psychology licensure in California. Course is held at a Saybrook residency. 0 credits /7 contact hours.

PSY 3070 Meaning Centered Counseling and Therapy

This course provides an introduction to logotherapy and meaning therapy (MT). With meaning as its central organizing construct, MT is an integrative, person-centered, positively oriented therapy. It is a very flexible and comprehensive approach, because it can be tailor-made to meet individual needs and is capable of integrating diverse therapeutic modalities, such as CBT and existential-phenomenological therapy. Building on the philosophical foundation of logotherapy, this course will introduce the four major meaning-centered intervention strategies: 1) PURE (Purpose, Understanding, Responsibility, and Enjoyment), 2) ABCDE (Acceptance, Belief, Commitment, Discovery, and Evaluation), 3) Dual-systems (integrating approach and avoidance systems), and 4) Double-vision (seeing both the immediate situation and the big picture). In addition, the course will demonstrate the use of such meaning-centered interventions skills as attribution retraining, re-appraisal, value-clarification (identifying core values, beliefs & ultimate concerns), reflecting on self-identify (the real self vs. the ideal self), guided life review, and practicing the meaning mindset. The meaning mindset is a particularly powerful tool, because it can enhance clients' motivation for meaningful living simply by their learning to see the meaning potential for significance in every situation, no matter how trivial. In sum, it teaches students how to make the best of people's meaning-seeking and meaning-making capacities to facilitate healing and flourishing. It enhances well-being, resilience, and personal growth thorough the path of meaning. This course will teach students how to identify the challenges and opportunities of addressing clients' deeper issues of meaning, whatever their presenting problems. One final caveat: any therapist can make good use of the meaning therapy intervention tools, but to be fully effective, the therapist needs to embrace (1) the philosophical assumption of logotherapy that life has inherent meaning, and (2) the assumption of humanistic psychology that to be fully human, people need to develop their growth potential. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits.

PSY 3080 C. G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology

The course offers an overview of the life and times of Carl Gustav Jung, in cultural context from 1875 to 1961, through autobiography and recent critical biography. It provides an introduction to the core constructs of his theories of personality, psychoanalysis and psychotherapy, and post-Jungian extensions and critiques of his work in Analytical psychology that include areas of neuroscience, attachment theory, spirituality, and cultural complex theories. The course is offered to all students interested in the life and work of C.G. Jung across degree programs and Schools. It provides a strong theoretical foundation that supports and facilitates cohesive assimilation of aspects of his theories and work found in other courses offered at Saybrook. The course serves as a bridge to the in-depth study of Jung's classical work, the *Collected Works of C.G. Jung*, and the recently published *Red Book*. This latter work provides foreground and the background for Jung's original work, born from his creative and critical self-analysis. The course can serve as a portal to research, theory application, and professional practice in cross-cultural and multicultural psychology. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed as EHTP 3080. 3 credits

PSY 3171 Perspectives and Foundations of Traumatic Stress

Students are given an introduction to the historical and foundational aspects of trauma and complex trauma, how they are conceptualized, and their impact on a person's psychological, social, physical and

spiritual wellbeing. Specific impacts of traumatic stress at different points in the lifespan will be explored. Current psychological, alternative/complementary, and biomedical perspectives on trauma are integrated into this richly packed journey of knowledge. Multicultural factors will be incorporated throughout the different course topics. The central role of grief in trauma—due to the physical, psychological and/or social loss of a loved one or key aspects of one’s identity or memories—will be highlighted. This course is required for the Complex Trauma & the Healing Process Certificate. 3 credits

PSY 3172 Trauma: Mind, Body, and Spiritual Dynamics

The focus upon the mind-body connection in the understanding and achievement of well-being is an approach spanning thousands of years in contemplative practices and ancient traditions. In this course, students evaluate and engage in an exploration of the theory and effects of trauma within the mind and body. Spiritual dynamics involved in traumatic stress, as well as implications for psychospiritual growth, when affected by traumatic stress are explored. This course is required for the Complex Trauma & the Healing Process Certificate. 3 credits

PSY 3177 Traumatic Stress within Cultures and Self

This class will explore traumatic stress as experienced and understood across different multicultural identities, including race/ethnicity, gender, sexuality/attractiveness, class, disabilities and religion. Historical traumas (psychological injuries experienced by cultures over extended periods of time) and their contemporary impacts on contemporary society will be reviewed. Group and individual-level resiliency and growth strategies in response to these chronic stressors will be identified. The course will also examine how a practitioner’s own general multicultural competence and awareness of historical traumas—recent and distant—can impact clinical interventions and outcomes. 3 credits

PSY 3178 The Psychology of Trauma in Occupational Settings

While psychological trauma can be experienced by any person, performing any job, there are certain professions that increase the likelihood of its occurrence. Military service—especially involving direct exposure, or consequences, of combat—is one such area. Emergency responders—such as police officers, firefighters and emergency medical technicians—are other well documented occupations of risk. Any job that exposes individuals to the increased potential of experiencing, either directly or indirectly, violence, harm or death increases the risk for trauma-related responses and emotional injuries. This course will identify the common issues shared by many high-risk occupations, and how this chronic stress can impact both individuals and their families. Factors that can contribute to occupational traumas—including institutional biases—as well as the specific treatment interventions that can help prevent and/or alleviate them, will be explored. Vicarious trauma, experienced by families and helping professionals, will also be reviewed. 3 credits

PSY 3179 Trauma in Relationships

Intimate assaults, like domestic violence or incest, leave both physical and psychological injuries. Even the threat of violence—physical or sexual—can have devastating impacts on wellbeing. When the attacks and threats are chronic, it only increases the consequences. In this class, students will identify how physical and/or sexual traumas can impact a person’s relationship with her or his body, other people, and themselves. The unique developmental implications of complex assaultive traumas will be reviewed. Specific contexts that some assaultive traumas occur in—such as the family, military, or college campuses—will be explored. The course will highlight the important relational factors in treatment—regardless of theoretical modality. 3 credits.

PSY 3220 The African Diaspora: African American Cultural History and Psychology

This first in a sequence of courses on the African Diaspora will focus on the definition, constituents, and historiography of the African Diaspora and greater comprehension of the cultural history and psychology of persons with African ancestry, through the lens of African and African-American psychology. Selected texts for the course have been written by African, African-Caribbean, and African-American scholars. The methodological approach to the study of the African Diaspora is interdisciplinary and draws to the foreground historiography, depth psychology, economics of capitalism, law, mythology, religion, art history, and anthropology for construction of an ancestral ethno-cultural narrative of the African Diaspora against the background of world cultural history. The course content and approach should open and cultivate, through critical thinking, a worldview and means to deconstruct, analyze, comprehend, and reconstruct complex sets of human relations in the African Diaspora from global, regional, national, and personal perspectives. It should allow us to see how the archetype of culture is actualized within institutions, living micro-systems, and psychodynamics of the Diaspora. The specific focus of this course is on African-American cultural history, psychology, and experience from origins in Africa, the Middle Passage, bondage, civil and psychological reconstruction, the Civil Rights movement, Pan-Africanism, and Negritude in America, Europe, the Caribbean, and Africa, Affirmative Action, African-American family life, demographics, health/mental health, illness, spirituality, resilience, and optimal development. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed as EHTP 3220. 3 credits

PSY 3500 Humanistic Psychology and Psychotherapy

This course is intended to provide an introduction to and overview of humanistic psychology, including its origins and tributaries, its historical interrelations with Saybrook, and the possibilities that inhere for its future evolution and significance. We will consider, especially, humanistic psychology's spheres of influence in the arena of psychotherapy but also in education and upon culture considered more broadly. Humanistic psychology's critiques of alternate perspectives will be taken up, no less than those that have been leveled at humanistic psychology itself. The course will include an introduction to the writings of a triumvirate of founding parents – Carl Rogers, Abraham Maslow, and Rollo May – as well a consideration of their precursors and the ongoing work of simpatico voices in sister disciplines: Maya Angelou in literature, for example, and Robert Coles in psychiatry. One or two films resonant with core humanistic values/themes will also be included, as will John Coltrane's sublime 1964 jazz recording, *A Love Supreme*. The impulse that informs humanistic psychology speaks in various voices. We shall take time in this course to savor its several expressions and callings. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed as EHTP 3500. 3 credits

PSY 3510 Transpersonal Psychology and Psychotherapy

Transpersonal Psychology and Psychotherapy investigates human experiences that transcend the ordinary, particularly spiritual experiences and altered states of consciousness. This course reviews the Western roots of transpersonal psychology in the works of William James, Carl Jung, and Abraham Maslow. It also examines the relationship of transpersonal psychology to spiritual traditions, including shamanism, Buddhism, and Hinduism, as well as mythology and other forms of spiritual investigations. Transpersonal clinical approaches in therapy and research methods are also addressed. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed as EHTP 3510. 3 credits

PSY 4000 Comprehensive Exam

Broadly, this exam affords the student the opportunity to demonstrate skills and knowledge related to clinical conceptualization, theory, research, and ethics, as well as competency in practice and cultural sensitivity. The instructor serves as coach during the semester, prompting activities for students to draw upon previous course learning experiences and clinical training in preparation. The exam is administered at the end of the term and is reviewed by a panel of faculty, allowing the department to review the student's progression as a clinical psychologist. Satisfaction of the Comprehensive Exam is required in order for the student to proceed with the advanced program requirements of the dissertation, internship, and other degree requirements. 1 credit

PSY 4050 Integrative Health Psychology: The Application of Psychological Concepts and Tools to Health

The subject matter of health psychology as a discipline overlaps greatly with the fields of integrative health and mind-body medicine. In the broadest sense, health psychology is the organized and systematic effort to apply the knowledge and skills of the behavioral sciences to human health and illness. This course introduces health psychology as an application of psychological principles and skills to health care. It presents the framework, methodology, and applications of mainstream health psychology, and reviews common applications of health psychology, such as increasing patient compliance with well-lifestyle changes, and mind-body interventions to reduce irritable bowel or asthma symptoms. The course introduces basic skill sets in health psychology, such as brief dynamic psychotherapy, humanistic psychotherapy, cognitive-behavioral therapy, health coaching, relaxation and meditation techniques, imagery therapy, biofeedback and applied psychophysiology, and hypnosis. Finally, it introduces divergent approaches to health psychology including optimal health and wellness programs, humanistic and existential psychology, energy psychology, and transpersonal/spiritual approaches. 3 credits

PSY 4530 Psychology, Religion, and Spirituality in Their Cultural Contexts

This course provides an overview of the ways that religion and spirituality interact with psychology with special attention to the cultural context. This includes an exploration of various models for how religion and spirituality can relate to science and, in particular, psychology. Various models for psychology of religion and spirituality are considered, as well as models for integrating religion and spirituality with psychology. Psychology historically has had a complex relationship with religion, spirituality, and culture. The primary purpose of this course is to explore various models for the interrelationships of psychology, religion, and spirituality with special consideration given to the cultural influences upon these relationships. Consideration will be given to these domains (psychology, religion, spirituality, and culture) separately as well as from an integrated perspective. The course begins with an overview of definitions and exploration of epistemological issues relevant to how science and psychology can relate to religion and spirituality. The next section of the course explores various models for the psychology of religion, followed by a section on models for integrating psychology with religion and/or spirituality. The concluding sections of the course devote attention to the cultural contexts for the relationships between psychology, religion, and spirituality as well as consideration to applications of the psychology of religion and the integration of psychology with religion and spirituality. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed as CSHI 4530. 3 credits

PSY 4535 The Use of Poetry with Death, Loss, and Life Transition

The creative arts are often used to assist people facing death, loss, and other important life transitions. Similarly, these life events often cause individuals to reflect upon the meaning in their life and seek to create new meaning, which can be aided by poetry and the creative arts. This course focuses on the use

of poetry when encountering death, loss, and life transitions. Students are encouraged to reflect upon their own use of creativity in times of difficult life transitions. Additionally, students will explore ways to facilitate the use of poetry with others facing life transitions. Poems from various cultural backgrounds are considered. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed as CS 4535 and EHTP 4535. 3 credits

PSY 6010 The Psychology of Multiculturalism in North America

Focusing on the psychological aspects of living in a multicultural society, this course acquaints students with the variety of cultural traditions within the United States. Topics covered in Psychology of Multiculturalism include the examination of the psychological implications of being a member of a minority group, understanding the impact of ethno-cultural values upon thought and behavior, questions about the universality of the human experience and the origins of personality, and theoretical statements about multiculturalism and the balancing of conflicting and sometimes competing interests in society. 3 credits

PSY 6020 Developmental Psychology

The processes and significant transition points for child, adolescent, and adult development are considered in this class. Classic and contemporary theories of development through lifespan, including some modern western perspectives, are contrasted by examining their principal concepts and uncovering their assumptions about what motivates and influences development. Topics such as mother-infant attachment, sex-role socialization, cognitive and moral development, reciprocal effects in parent-child interaction, higher stages of adult development, and the revolutionary impact of feminist theory and research on classic models of development are emphasized. 3 credits

PSY 6030 Personality Theory and Research

This course provides an overview of classical and contemporary theory and research in personality. Topics include an examination of various theories including contrasts among psychoanalytic, social learning and humanistic perspectives; current theoretical controversies; the function and evolution of theory; and major methodological issues. Special attention is given to new theories and research on aspects such as intrinsic motivation, emotions, and locus of control, pro-social behavior, self-concept, and personality change. 3 credits

PSY 6050 Mindfulness and Spirituality in Clinical Practice

Mindfulness-based therapies are now accepted as 'empirically supported' treatments and are often treatments of choice in mainstream clinical and medical settings. In addition, the prior mainstream taboo regarding including spiritual and/or religious dimensions of life in psychotherapy has been supplanted by the publication of a plethora of texts published by APA and others regarding the integration of these dimensions in clinical practice. This clinical course explores these recent trends that mirror aspects of the long-standing traditions of humanistic, transpersonal, and existential psychology in the integration of mindfulness-based meditation practices, spirituality, and religion and prayer in clinical practice. Through reflective inquiry, students will gain understanding regarding their own experience and views regarding these factors in therapy and how they might locate themselves in relationship to them professionally. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

PSY 6060 Ethics in Psychotherapy and Psychological Research

In this course, students learn and critically evaluate APA Ethical Principles and state laws governing psychologists, and examine the ethical implications of their personal beliefs and values for their work. This course focuses on the ethical issues that arise in the practice of psychotherapy and in designing and carrying out psychological research. 3 credits

PSY 6150 Existential Psychotherapies II: Rollo May and the Existential Tradition

Rollo May was the founding parent of existential-humanistic psychology and a pivotal figure in what we may call philosophical/psychological rapprochement. His books, byproducts of a profound disposition and wide-ranging literacy and curiosity, encourage a rich dialogue between philosophy and psychology and the broader humanities. May expresses concretely what he believed from the time of his earliest work: that psychology requires a grounded, theoretically cogent, interdisciplinary approach to human nature. His books remain an auspicious place to start for those interested in learning about what psychology at its most esoteric can be. In this course, we will consider Rollo May's work and legacy attentively, thereby glimpsing what psychology at its most visionary and rarified might be. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Cross-listed as EHTP 6150. 3 credits

PSY 6160 Applied Positive Psychology

Positive psychology (PP) is the scientific study of optimal human functioning to help people flourish. This Applied PP course is a foundation course to help students not only understand the research on the core themes of positive psychology, but also equip students with the helpful positive interventions in various area areas of professional psychology, such as clinical, health, education, organization and community. Both PP and applied PP courses are in great demand all over the world, because of their broad appeal to students and helping professionals (i.e., counsellors, psychologists, coaches, doctors, social workers, educators, and human resources managers.). PP is the 21st century in much the way humanistic-existential psychology (HE) was in the 70s. Both appeal to individuals who aspire to promote the well-being in themselves, their clients, and society; both seek to develop a strength-based practice in helping professionals. What makes this course unique is that it has moved from the initial positive psychology narrow focus on positive emotions, positive traits and positive institutions (Seligman & Csikszentmihalyi, 2000) to positive psychology 2.0 (Kashdan & Biswas-Diener, 2014; Wong, 2011) which focuses the totality of the person and the positive potentials in both positive and negative conditions. Another distinctive of this course is that it integrates the best from PP and HP to help people become authentic and fully functioning individuals (Wong, 2010b, in press-b). Advocating a holistic approach towards research, it recommends the triangulation of scientific research findings, time-tested wisdom, and personal experiences as the basis for truths. In sum, this course has the flexibility to meet the career needs and aspirations of individual students through the choice of special projects. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credits

PSY 7500 Clinical Psychology Graduate Colloquium

The clinical psychology graduate colloquium is designed to support students throughout their degree program with specific attention to fostering community of learners, preparation and support for practica and internships, preparation and support for graduate-level research, and professional development. Students are enrolled in one of three sections throughout their matriculation: First

Semester – Fourth Semester; Fifth Semester – Pre-Advanced Research; and Advanced Research – Graduation. Consistent enrollment is a degree requirement and affords further support from Faculty Lead, Peer Lead, Academic Advisor, Program Director, and Director of Clinical Training (DCT). 0 credits

PSY 7510 Social Psychology

Social Psychology is fundamental to the study of psychology and the human sciences. In this course, major theories, methods and research findings that comprise the discipline of social psychology are examined from a critical standpoint. The primary objective of this course is to increase students' awareness of the social, historical, and political dimension to psychological understanding. The application of theoretical and empirical work to real world social problems is emphasized. 3 credits

PSY 8145A Clinical Practicum I

Students completing clinical practicum placement are enrolled in this course. The course is designed to provide students with a model for thinking about themselves as practitioners, their expectations and concerns, while also providing an arena in which to compare and contrast field placement experiences with other students. Practicum I focuses on professional development important for beginning therapists. Students share from their practicum experience, drawing on their practicum journaling, individual and group exercises, and on-line discussions. Students develop case formulations to recognize issues in assessment, evaluation, and diagnosis, and review treatment models, interventions, and therapeutic outcomes. Authorization from Director of Clinical Training is required to enroll in this course. 3 credits

PSY 8145B Clinical Practicum II

Students completing clinical practicum placement are enrolled in this course. This course is designed to provide students with a model for approaching crisis and critical issues in clinical work, while also providing an arena in which to compare and contrast field placement experiences with other students. Practicum II focuses on professional development and intermediate clinical skills. Students share from their practicum experience, drawing on their practicum journaling, individual and group exercises, and on-line discussions. Students develop case formulations to recognize issues in assessment, evaluation, and diagnosis, and review treatment models, interventions, and therapeutic outcomes. Authorization from Director of Clinical Training is required to enroll in this course. 3 credits

PSY 8145C Clinical Practicum III

Students completing clinical practicum placement are enrolled in this third course if warranted. The course is designed to provide students with a model for thinking about themselves as practitioners, their expectations and concerns, while also providing an arena in which to compare and contrast field placement experiences with other students. Practicum I focuses on professional development important for beginning therapists. Students share from their practicum experience, drawing on their practicum journaling, individual and group exercises, and on-line discussions. Students develop case formulations to recognize issues in assessment, evaluation, and diagnosis, and review treatment models, interventions, and therapeutic outcomes. Authorization from Director of Clinical Training is required to enroll in this course. 3 credits

PSY 8125 Internship

This course is intended for students placed in clinical pre-doctoral internship meeting their licensure requirements and focuses on professional development and advanced clinical skills. Students develop case formulations to recognize issues in assessment, evaluation, and diagnosis, and review treatment models, interventions, and therapeutic outcomes. Authorization from Director of Clinical Training is required to enroll in this course. 0 credits

PSY 8230 Cognitive Assessment

Theories of psychological measurement form the foundation of this course. Students then learn how to use the major tools of cognitive and neuropsychological assessment to view the mind at work. Students also learn how to apply statistical and measurement concepts, principles of assessment, theories of intelligence, ethical issues, and special populations' issues relevant to psychological assessment. Students practice administration, scoring, and writing psychological assessment reports that are a problem-focused, comprehensive integration of the historical, biological, psychological, and social aspects of the person. A collaborative, strengths-based approach is used. Course has a residential component completed at the RC. 3 credits

PSY 8250 Personality Assessment

This course focuses on the individual as seen through the lens of personality theories and the assessment instruments that are derived from those theories. Students learn the uses of standardized and non-standardized instruments for assessing the person-in-process including personality, strengths, values, vocational interests, spirituality, social environment, psychopathology, cognitions, and behavior. Students practice administration, scoring, and writing comprehensive, strengths-focused assessments that provide evidence-based conclusions and deal with the legal, ethical, and cultural issues in the selection, administration, and interpretation of personality tests and other instruments. Course has a residential component completed at the RC. 3 credits

PSY 8950 Certificate Integrative Seminar

This is the cornerstone assignment for the Complex Trauma & the Healing Process Certificate program. The student is given the opportunity to tie together and integrate the most important aspects of the foundation courses by evaluating an identified issue(s) of interest, the individual, cultural, spiritual, and mind-body considerations, barriers, and key factors in assessment and healing as well as the ongoing, presenting / emerging needs in providing further assessment, intervention, and practice. This entails the student synthesizing his or her learning in conjunction with exploring research related to an area of interest among the many crucial issues now arising and impacting our national and international communities. Students will explore what can be done to mitigate this impact, areas to prevent, and promote healing through the integration of traditional and non-traditional practices. In addition, students will develop and submit a specific plan for continuing personal and professional development in relationship to their work surrounding traumatic stress. 1 credit

Department of Leadership and Management Organizational Systems Course Descriptions

Organizational Systems Degree Program

ORG 0700-0705 Academic Writing Support

Academic Writing is a one-credit tutorial that provides substantive support for students seeking to develop writing skills that allow them to meet APA and graduate-level standards. Recognizing that students have diverse needs, the course has been structured to be flexible enough to accommodate each student's experience and needs by offering three writing approaches: process, product, and personal voice. Enrollment can be by student's choice, required at admission, or recommended to the student by course instructors at any time during the program. Students may take up to 3 credits of Academic Writing over the duration of their program at Saybrook University. Enrollments beyond the 3-credit limit will be on a noncredit basis only. 1 credit

ORG 7006 Organizations as Socio-Technical Systems

Organizations are explored as information-driven and knowledge-powered systems which weave together people and technology into self-organizing, interactive networks. Drawing upon Gareth Morgan's notion of using image as interpretive lenses, this seminar examines how digital technology has a) radically changed the nature and dynamics of socio-technical systems, b) transformed how organizations self-organize, collaborate, communicate, share information, and generate and apply knowledge, c) reshaped organizational cultures, work relationships and business partnerships, d) given rise to dispersed organizational structures and workforce environments, creating the notions of telework, virtual teams, distance managers, and workplace connectivity. Using critical inquiry and dialogue, students develop their own socio-technical organizational image, and devise approaches to effectively design and implement technological systems that enhance the quality of both performance and work life. Intermediate level course. 3 credits

ORG 7025 Humanistic Foundations of Organizational Development

Required for PhD program

This course is an introduction to the origins and evolution of Organizational Development (OD). OD grew into early coherence in the late 1950s and early 1960s, arising from the same antecedents as humanistic psychology. It is practiced today, in many forms, around the entire globe. This course provides readings and writing assignments that serve as a vehicle for becoming more appreciative of the core values and the historical roots of OD theory and practice and its long-standing humanistic tradition. 3 credits

ORG 7032 Dealing with Complexity: The Foundations of Systems Thinking

Required for PhD programs

This introductory course provides students with a first look at systems thinking as an approach to understand complexity and identify leverage points for intervention. Through both theory and practice, students will learn to recognize the systemic nature of complex phenomena (at the personal, organizational and societal levels) and develop systems models as a way to develop deeper understanding and communicate more effectively the interconnectedness of a social system and its implications for improvement and transformation. Systems thinking is a foundation for both

understanding the current state as well as for designing the future of complex social systems and institutions in the private, public and social sectors. 3 credits

ORG 7037 Transformative Learning

The purpose of this course is to introduce you to the exciting body of work that resides within the community of scholars interested in understanding transformative learning on the individual, community, and organizational level. Sparked by the theory of Jack Mezirow, this field incorporates the work of Freire, Habermas, Kegan, Cranton, and others who seek to understand and facilitate learning that results a significant perspective shift in individuals, and cultural and paradigm shifts at collective levels. This course enables you to apply your understanding of the importance of the encounter with the "other" and the role of language to creating the conditions for transformative learning in organizations. Intermediate level course 3 credits

ORG 7040 Social Systems Design

The course introduces Social Systems Design, as developed by Banathy, Ackoff and others. Social systems design is a participatory, collaborative and disciplined way of engaging in future creating inquiry. The learner will address questions such as: What is design in a social context? What is a design culture and how does it relate to the sciences and the humanities? How do people relate to change? Who should be the designers of social systems? How do we engage in social systems design? Design principles such as "form follows function, and the ethics of designing with those that will live the consequences of the choices made are explored. Social Systems Design shares core assumptions with participatory action research. The learner will be able to explore the usefulness of social systems design for the creation of new organizations or for the transformation of existing ones. Intermediate level course. 3 credits

ORG 7042 From Evolutionary Consciousness to Conscious Evolution

This course engages a systemic understanding of evolution with the possibility of engaging in conscious evolution at the socio-cultural level. Three levels of inquiry are introduced: First, at the individual level, the notion of Evolutionary Leadership is introduced to connect the learning needs to develop mental models, skills and sensitivities necessary to enable evolutionary inquiry. Second, at the community and organizational level, Evolutionary Learning Communities are explored as spaces where evolutionary leaders can come together to engage in dialogue, learning, design and action. Lastly, at the societal level, the notion of Evolutionary Development is explored as a framework for conceptualizing and linking diverse strategies to enable systemic transformation and conscious evolution. This course is a space to explore what lies beyond sustainability as well as to contextualize in a wide and expansive view of change the work that the learner is committed to do as an organizational systems scholar-practitioner. Advanced level course. 3 credits

ORG 7044 Generative and Strategic Dialogue

Incorporating the work of Bohm, Issacs, and others, this course offers students an opportunity to explore how to engage and facilitate dialogue. Generative dialogue is used in an intentional community to establish common ground and create a shared value system base on which to

make decisions. Based on the self-created and shared common ground, a learning community can engage in strategic dialogue. Strategic dialogue is the communication method of choice in seeking solution to problem situations and designing or redesigning social systems and organizations. This course is offered in conjunction with an experiential workshop at a residential conference. Intermediate level course. 3 credits.

ORG 7045 Ethics and Social Responsibility

Required for PhD programs

The Ethics and Social Responsibility course has three purposes: to learn about current practices in organizational ethics and corporate social responsibility; to learn how to assess and improve an organization's response to five challenges of corporate integrity: the cultural challenge of openness to others, the interpersonal challenge of secure civic reciprocal relationships, the organizational challenge of a worthwhile purpose, the social challenge of civic cooperation and the environmental challenge of natural prosperity; and to learn how to use ethical standards in the process of organizational decision making. 3 credits

ORG 7052 Systems Based Approaches to Participatory Change

This course contextualizes the Saybrook legacy around the work of Banathy on social systems design and modeling within the richer lineage of systems science in general and soft systems thinking in particular. The work of seminal social systems thinkers such as Ackoff on idealized systems design, Checkland on soft systems methodology, and Jackson on emancipatory and critical systems thinking will be explored to gain a wider and richer understanding of the diversity and complementarity of systems based approaches to participatory change. Soft systems thinking, as a branch of systems science, considers social and organizational systems as "purposeful systems," i.e., complex human activity systems capable of defining their own purpose and creating their future by embracing human will, values and issues of diversity and inclusion at the core of the inquiry. Advanced level course. 3 credits

ORG 7070 Leading Organizational Transformation

This course describes how transformational organizational change can be conceptualized and the techniques, models and theories that support planning for and implementing a change process. It investigates how leaders who initiate and direct major organizational shifts can mobilize, focus, generate commitment, and implement new directions in an organization. The course combines theory, case material, models and accounts of how and why organizations change their cultures, purposes, and/or structures. Students will undertake a detailed analysis of an organizational change they have experienced, or one they have access to through interviews. Intermediate level course. 3 credits

ORG 7072 Team Development and Collaborative Systems

This course recognizes the importance and challenge of teamwork and collaboration in organizations and communities and helps students develop the knowledge and skills to develop and lead teams to

achieve the desired results. It recognizes that while many people enjoy working collaboratively, doing so can create significant challenges, especially in our society that highly values individualism and in organizations that tend to reward individual performance. The course presents both a behavioral approach to teambuilding, focusing on how to motivate and facilitate individuals working together, and a transformative approach which recognizes the importance of working with individual and collective beliefs and assumptions, individual and group patterns of actions, and organizational support structures. Intermediate level course. 3 credits

ORG 7074 Present Issues in Sustainability

This is the introductory course to the sustainability suite in the Organizational Systems Program. It is intended for all students wishing to pursue the implications for the present state of affairs around the world with respect to challenges to our global ecosystems and the consequences of social injustices for our collective future. The course explores the intricate links among economic activity, social dynamics and the natural environment. Students will learn to describe ways in which organizations of all kinds can more effectively address these interactions. 3 credits

ORG 7075 Sustainability and Organizational Systems

This course explores how you, as an Organizational Systems professional, can contribute meaningfully and significantly to the emergence of a sustainable and livable future for all. How to generate commitment based on hope rather than fear; how to facilitate collaboration across sectors and disciplines; how to generate a compelling vision of a common desirable future; how to translate this vision into action – these are some of the questions that we will explore to support the design and implementation of systemic and radical sustainability initiatives. The purpose of the course is to provide you with an interdisciplinary learning experience and to guide you in developing the essential knowledge, skills and sensitivity for stimulating and guiding sustainability and social responsibility programs in organizations and communities of all kinds. ORG 7074 or a demonstration of basic but comprehensive understanding of the current state of sustainability movement is a prerequisite for this course. 3 credits

ORG 7076 Self and Organization: Cultivating the "Spirit" in Organizations

The overall theme of the course is creating an understanding of self in relationship through an opportunity to awaken to the relationships of which you are a part, the aspirations you have, and the meaning you bring to your life and work. The readings and assignments have been carefully chosen to represent a diversity of perspectives including philosophy, poetry and literature, personal stories, films, and experiential exercises. The choice of readings and assignments require deep reflection and critical thinking and provide an opportunity for transformative learning. 3 credits

ORG 7078 Sustainability Management: Present Practices

Many organizations have embarked on a sustainability initiative, or want to, but what exactly does that mean? How should they go about this, what do they do, and how to they assess the results? This course explores current sustainability programs and practices and the stakeholder perspectives in organizations. It presents models, challenges, opportunities and practices for managing sustainability inside corporate and non-profit organizations, including the Natural Step, the product life cycle, accountability and reporting frameworks,

and scores of case examples. It ends by exploring the nature of leadership to refocus an organization on sustainability. 3 credits

ORG 7080 Consulting Skills

Consulting Skills explores the nature of consulting as a learning and helping process between an individual and a group, focusing on the interpersonal skills and processes that make up the helping process. This course uses classic works from Peter Block and Edgar Schein as well as action research as a framework for the consulting process. Students learn how to contract, construct an inquiry or assessment process, engage in and with an organizational system, design processes appropriate to the organizational need, and provide feedback systems to ensure that learning and development is sustained. 3 credits

ORG 7081 Integral Leadership

This advanced course considers the many divergent perspectives on leadership through engaging a generative dialogue and search for a meta theory that will support continued progress in comprehending leadership. It considers integral theory as an approach to mapping our understandings of leadership and clarifying the complexities of its development. Attention to adult development theory and approaches is a central part of this exploration, as is attention to individual and collective phenomena that may be observed and that cannot be directly measured. The major goal of this course is to clarify the potentials of meta theoretical perspectives for furthering the clarity of the study of leadership as a phenomenon requiring multiple levels of analysis. We explore how this approach will support the clarification of existing theories of leadership and their integration into a coherent whole. 3 credits

ORG 7082 Values Based Leadership

This course takes the perspective that leadership should not be about compulsion, coercion or manipulation and explores the moral and ethical challenge that engagement of people by leaders must be value-based, voluntary and free. In keeping with the goal of nurturing leadership of sustainable systems this course encourages students to think about collective and group leadership and the implications for building partnerships across diverse organizations, cultures, and sectors. Leadership of sustainable organizations and systems requires collaborative approaches to inspiring shared values and vision, building trusting and open relationships, engaging critical stakeholders, and supporting work that challenges commonly held individual and collective assumptions. Instead of leading 'over' people sustainable leadership leads 'with' people. It recognizes difference and contradiction as an important element of complex systems, and essential to the creative change process. 3 credits

ORG 7083 Advanced Perspectives in Leadership Theory

By exploring various classic and contemporary models of leadership, this course lays the foundational supports necessary for learners to bridge Leadership concepts to Leadership practice. In this course, learners will evaluate the scaffolding that underpins the conceptual and perspectival leadership models traditionally advanced by both scholars and practitioners in the field of Leadership. By critically probing these models, learners can re-envision and remodel core leadership theoretical constructs to successfully blend with their individual practice of leadership.

ORG 7096 Organizational Culture and Cross-Cultural Management

This course provides the context to understand organizations from a cultural perspective. As human systems, organizations develop cultures reflective of the diverse people who work within them and the communities they serve. Our ability to create environments where people thrive within the complexity of cultural differences is predicated on our understanding and appreciation of those differences. Using the work of Edgar Schein, Geert Hofstede, Fons Trompenaars, Angeles Arrien, Mikhail Gorbachev and others, students learn about culture from the texts and from experiential assignments that engage them in reflection on their own cultural influences, belief systems, and organizational experiences. Through assessing an organizational culture and interviewing leaders about cross-cultural management challenges and practices, students learn how to create the conditions that support organizational cultures that thrive on diversity. Intermediate level course. 3 credits

ORG 7100 Introduction to Humane Education

Introduction to the field through exploration of innovative educational philosophies and methods, exciting and effective ways to approach teaching and learning, and positive communication skills and conflict resolution. As a foundational course, students examine how they can more fully model their message as an educator, citizen, and role model, and bring the underlying concepts of good communication and teaching to bear on important issues of human rights, environmental ethics, animal protection, and culture. 3 credits

ORG 7105 Complexity in Educational Systems

Required for Educational Leadership and Humane Education Specializations

This course is an introduction to systems thinking and complexity as it relates to educational systems. The focus is on learning basic systems and complexity theories in order to apply them for the critical evaluation and creative exploration of educational challenges and opportunities. An evolutionary perspective to understand the assumptions and values that gave rise to educational systems will be used in order to appreciate the need for truly systemic transformation of many educational systems as well as for designing new learning systems that respond to the turbulent socio-ecological context of our contemporary global society. Students will be able to practice their systems thinking by working with an educational system of their choice, either real or potential, formal or not formal. 3 credits

ORG 7110 Environmental Ethics

Required for Humane Education Specialization Discussion of a wide range of environmental issues including global climate change, population, endangered species, pollution, and resource and energy use. The course offers a solution-oriented approach, balancing the study of environmental problems with positive ideas for creating sustainable and restorative systems that benefit people, animals, and the earth itself. The course examines how we might learn and teach about environmental issues in a manner that encourages people to approach challenges in ways that foster solutions that work for all. Course offered through Valparaiso/Institute for Human Education and available only to students in HE specialization. 3 credits

ORG 7115 Animal Protection

Required for Humane Education Specialization

Discussion of animal issues including animal agriculture, experimentation, hunting and trapping, companion animal concerns, and more. The course explores different philosophies regarding the inherent rights of sentient animals to be free from exploitation and abuse, and encourages students to grapple with and determine their own ethics regarding nonhuman animals. The course further examines ways in which humans, animals, and ecosystems can be protected for the good of all and helps students develop techniques for learning and teaching about complex issues in a positive manner that invites dialogue and positive solutions. Course offered through Valparaiso/Institute for Human Education and available only to students in HE specialization 3 credits

ORG 7120 Human Rights

Required for Humane Education Specialization Examination of a range of human rights issues including escalating worldwide slavery, child and sweatshop labor, and genocide, as well as civil, LGBTQ, disability, women's, and other rights. This course also examines acts of human courage, compassion, and kindness and invites students to find in themselves and others sources of deep and abiding humaneness, both as a model of human goodness, and as examples for exploring with others the ways in which humans can solve our conflicts and stop oppressing and exploiting others. Finally, the course examines links between forms of cruelty and oppression and uncovers solutions that will benefit all people, while also benefiting the environment and other species. Course offered through Valparaiso/Institute for Human Education and available only to students in HE specialization 3 credits

ORG 7125 Culture and Change

Required for Humane Education Specialization

This course explores the many ways in which cultural norms influence ideas, beliefs, and actions and explores how change-making happens. Covering social psychology, consumerism, media, advertising, globalization, public relations, economics, and politics, this course provides a foundational overview for understanding the ways in which people are shaped by their culture. This course enables students to become aware of the influences in their own lives and to become effective at giving others the tools they need to think critically and creatively as well. By recognizing the ways in which our thoughts and behaviors are often molded by culture, students gain the ability to determine more consciously their behaviors and actions and create positive change. Course offered through Valparaiso/Institute for Human Education and available only to students in HE specialization 3 credits

ORG 7150 Humane Education Residency

Required for Humane Education Specialization

Students in the M.Ed. and M.A. programs in Humane Education gather together in the summer for an intensive week (five days) of training. Students learn and practice important techniques for bringing humane education into traditional and non-traditional educational settings. Residency week is conducted at the Institute for Humane Education in Surry, ME (on 28 oceanfront acres overlooking Acadia National Park). The summer residency includes practical, hands-on learning, and offers students an opportunity to work with their fellow students and practice humane education activities and techniques. Course offered through Valparaiso/Institute for Human Education and available only to students in HE specialization 3 credits

ORG 7201 Graduate Level Academic Writing

Students will increase their awareness of professional and scholarly writing and American Psychological

Association (APA, 6th ed.) editorial and formatting standards. They will become familiar with practices, organization, and style, and be able to apply these standards through the concise and succinct execution of scholarly writing. Students will learn to formulate ideas, search, evaluate, and accurately document resources, and critically analyze and thoughtfully synthesize research findings in an academically, APA organized document. Students will also become familiar with various writing and professional presentation formats, such as papers, posters, blogs, lectures, and workshops.

3 credits

ORG 7570 Issues in Higher and Postsecondary Education: Leadership and Practice.

Theories and practices pertaining to curriculum and teaching in U.S. higher education are introduced. Institutional and societal influences, as well as their impact on college and university classrooms, are examined in concert with key trends and developments, with a focus on the impact of technology in teaching throughout the course. 3 credits

ORG 7571 Transformational Management and Change in Higher and Postsecondary Education

Leadership theories geared toward improving practice and promoting greater access, equity, and accountability in higher education are introduced. Students evaluate, select, and apply transformational, social justice-oriented, change management, and entrepreneurial strategies to specific case-study situations and their current work environments. 3 credits

ORG 7572 Strategic Planning and Implementation in Higher and Postsecondary Education

Current higher education planning and implementation models are introduced. Students collect, analyze, and interpret data to inform and support short-term and long-term decisions and plans, and develop strategic plans for institutions or departments in order to achieve an overall vision and mission. 3 credits

ORG 7573 The Community College

The ever-increasing role of community colleges with the higher education landscape is introduced. Topics including the history and philosophy of the community college movement, governance and fiancé, teaching, student personnel work, and the future of community colleges, are examined. 3 credits

ORG 7574 Productive Conflict Management

The importance of conflict management as related to interpersonal encounters between two colleagues, in decision making teams, between and among work groups, in board meetings, and the overall higher education landscape is introduced. Students are taught conflict management strategies so that they may, in turn, teach them to prospective students and trainees. 3 credits

ORG 7575 Contemporary Topics and Issues in Organizational Systems, Leadership and Management

This course critically examines emerging concepts, issues, and practices in organizational systems, organizational behavior, leadership, management, sustainability and ethics related to current global

events and concerns regarding business, society, economics, the environment, politics, healthcare, education, government, and world issues. Intermediate level course. 3 credits

ORG 7575 Introduction to p-12 Educational Leadership

This course examines various aspects of effective educational leadership in the preschool-to-high school setting. Effective practices include those related to leadership, ethical behavior and change management. Additional topics will include school organization, cultural diversity, reform efforts, school law, human resources, and resource allocation as applicable to educational leadership that will prepare individuals for principal positions. 3 credits

ORG 8151 Practicum

Practicum in Professional Practice. The practicum must be directly involved with leading transformation in any type of organization. You may work with a defined project in your own organization or contract with another organization. With the assistance of the faculty advisor, you will develop a project plan, which constitutes the first assignment. A mid- project reflective status report and a final project summary are required. 1 credit.

ORG 8950 Integrative Paper or Project: Certificate Integrative Seminar.

The last activity in the certificate program is writing a final paper that integrates what you have learned from the four courses and the practicum. This culminating assignment also gives you an opportunity to assess your strengths, identify further learning needs, and develop a specific plan for continuing your personal and professional development in the area of organizational transformation. The paper provides the opportunity to demonstrate praxis by applying theory to practice. 3 credits.

**Department of Leadership and Management
MA in Management**

MAM 8000 Sustainable 21st Century Organizational Systems, Behavior, and Cultures

The contemporary business enterprise is a distributed organization that draws upon a global workforce. This gives rise to new organizational models and systems as well as complex challenges. This course explores organizational behavior and processes in a global context. It critically examines core characteristics and dynamics of the distributed organization with an emphasis on management approaches shaped by social systems, network and cross-cultural perspectives and organizational structures and operations processes founded in human-centric and workplace and information systems principles. 3 credits

MAM 8001 Global Economies, Markets, and Supply Chains

With the emergence of interdependent worldwide economies, business organizations are shifting from envisioning themselves as highly competitive international businesses to profitable sustainable global enterprises. This mindset gives rise to new business strategies, financial management principles, collaborative forms of inter-organizational partnerships and alliances, and innovative operational processes, including sustainable approaches to gaining and serving global markets, managing global supply chains and reaching business goals. 3 credits

MAM 8002 Managing Distributed Organizations

This course has a “workshop” approach, providing students an opportunity to creatively experiment with and practically apply the concepts and practices examined in MAM 8000 & 8001 to organizational settings. It enables the further development of students’ own perspectives while integrating new learning into existing professional management approaches and workplace practices. There is a particular focus on managers applying a global organizational systems mindset in business enterprises, innovatively leading in international and inter-organizational settings, establishing a consistent distributed organizational culture and orchestrating complex supply chain operations. 3 credits

MAM 8003 Dispersed Workforce Characteristics, Environments, and Issues

Managing a global workforce requires more than having good management skills and having some knowledge about cultural customs. It takes envisioning others as work colleagues even though they live and work in another country, being culturally sensitive and being aware of colleagues’ social events and life situations. It involves developing a cosmopolitan perspective and understanding how world issues impact the organization’s operations and workplace dynamics. This course examines the core characteristics of a global workforce and the complex business, political, economic and social issues that managers routinely face. With a cosmopolitan mindset as a backdrop, it centers on how to lead and manage in an intercultural business setting and how to establish work cultures, relationships, and procedures that not only respect but value and draw upon the strengths of culturally diverse worldviews, business principles, leadership approaches, values and work styles. 3 credits

MAM 8004 Managing and Engaging Human Resources: Domestic and International Principles, Practices and Issues

A business’ most valuable asset is its workforce. The resourcefulness of its employees, including its leadership, when consciously leveraged in a strategic and innovative manner, can differentiate a business and give it a competitive edge. This course discusses critical international human resource management principles, practices, issues and challenges, as well as the core characteristics and practices of engaging workplaces and the attributes of the current global organizations that are rated the best places to work. 3 credits

MAM 8005 Managing Across Cultures

This course has a “workshop” approach, providing students an opportunity to creatively experiment with and practically apply the concepts and practices examined in MAM 8003 & 8004 to organizational settings. It enables the further development of students’ own perspectives while integrating new learning into existing professional management approaches and workplace practices. There is a particular focus on how to address realistically the challenges created by distributed organizations and telework, including how to effectively communicate across cultures, develop trusting work relationships, create “high presence” virtual work environments and meetings and handle conflict. 3 credits

MAM 8006 The Network Organization: Evolving Communication Systems and Strategic Partnerships

An organization is a complex system of ever-evolving networks and partnerships set in place to enable it accomplish its mission, reach its objectives, efficiently function, innovate to address challenges and remain vital and serve its markets. Its operational processes and environments are a dynamic web of internal and external workplace relationships, conversations and communities of practice supported by a sophisticated technological infrastructure for information, communication and collaboration. This course critically examines how managers establish a network culture and workplace infrastructure that fosters a dynamic system of formal and informal networks so vital business partnerships and alliances function effectively, organizational policies are communicated, information is shared, creative dialogues occur, knowledge is generated, innovation takes place, decisions are collaboratively made and work gets accomplished. 3 credits

MAM 8007 Strategic Information Systems, Knowledge Ecologies, and Technology

A business enterprise has to structure consciously its communication, information, decision support, and knowledge management systems and processes so they support a distributed organizational structure and way of conducting business in a global context. This includes managing an organization's supply chain, plus building and maintaining customer relationships and providing customer service. Utilizing an inter-organizational perspective and knowledge ecology framework, this course exams how to design innovative intra- and inter-organizational business structures and work systems. It also explores how to deploy information, communication and collaboration technology to engage business partners and motivate knowledge workers, how to foster collaborative organizational networks and cross-cultural teams, and how to promote efficient and effective decision making and daily operations. 3 credits

MAM 8008 Social Network Analysis, Partnership Facilitation, and Conflict Resolution

This course has a "workshop" approach, providing students an opportunity to creatively experiment with and practically apply the concepts and practices examined in MAM 8006 & 8007 to organizational settings. It enables the further development of students' own perspectives while integrating new learning into existing professional management approaches and workplace practices. There is a particular focus on how managers can develop knowledge sharing organizational structures and cultures, establish communities of practice, analyze organizational networks and design and implement "high presence" virtual workplace platforms. 3 credits

MAM 8009 Innovative Organizational Leadership: Qualities and Skills

Organizational effectiveness is grounded in leaders who are adaptive, entrepreneurial, decisive, and ethical. Caring about co-workers at all levels of the organization, leaders empower members of the workforce to be innovative and to take ownership of their jobs so the organization can reach its target goals at the same time their job satisfaction increases. This course critically analyzes the core qualities and skills that contemporary leaders need, explores the characteristics of various leadership styles, and assesses their strengths and limitations. Particular attention is given to the vital roles of innovative vision, emotional intelligence and sustainable principles and values for in collaborative management, organization change efforts, and sustainable business operations. (3 credits)

MAM 8010 Communication and Group Dynamics: Qualities, Strategies and Processes for Leaders

Rooted in the foundational notion that organizations are complex social systems and dynamic networks of strategic human relationships and conversations, this course critically examines various approaches to managerial communication and relationship building in organizational settings. Because these involve building trust and community as well as using power appropriately, particular attention is given to emotional and cultural intelligence. In light of these principles, the course explores the nature of group behavior and dynamics, team operations, member roles, and the challenges each present to managers as they strive to establish cohesive, engaging social networks. 3 credits

MAM 8011 Organizational Change and Development: Approaches and Issues

In a highly competitive business environment, change is inevitable. Organizational leaders need to understand the nature of change, how it operates, and how to harness its power to unleash innovation to create an organization's future. This course critically examines how to enable an organization to transform itself so it can be vital, resilient, and prosperous. It explores (a) the relationship between organizational learning, innovation, and transformation, (b) how change can be approached from an adaptive systems perspective, and (c) the types of organizational cultures that support successful change management processes and continuous development. It also focuses on how change-agent leaders can address resistance, resolve conflict, and use design thinking to manage innovation efforts more effectively. 3 credits

MAM 8012 Socially Responsible Accounting and Financial Management

This course provides managers with a background to aid in making decisions about the management of assets and the financing of organizational growth. It sets foundations in current economic perspectives, organizational integrity, and sustainability principles, and examines financial principles to inform study about key accounting practices for operational purposes. 3 credits

MAM 8013 Marketing in a Global Internet Age

This course critically examines marketing as an integrative process. To do so, it takes into account the global marketplace, consumer behavior patterns, and how the Internet and social media have revolutionized the way customers communicate and engage with businesses. Within that context, the course explores the issues in key analytical areas of global markets, consumer behavior, and planning and product strategies. These foundations enable managers to develop a balance in marketing decisions that consider prices, channels of distribution, physical movement of goods, communications, advertising, personal sales, and other factors. Customer relationship management systems are also discussed. 3 credits

MAM 8014 Sustainable Operations and Organizational Systems

The course covers the fundamentals of effective supply chain management from an organizational systems standpoint. A key focus is on the design of global supply chain networks and how they are strategically managed. The course introduces a framework that identifies the key drivers of supply chain performance: facilities, inventory, transportation, information, sourcing, and pricing. Students acquire practical managerial concepts and skills that enable them to examine and improve supply chain performance. 3 credits

MAM 8015 Project Management and Execution: A Social Systems Approach

With organizational systems and collaborative management principles and practices as the foundation, this course examines the fundamental nature of both project management and enterprise relationship management. With the global workplace as the context, it introduces the core concepts of project management, and critically examines related issues and practices. Among other topics, it explores how effective project management entails consistently communicating with internal and external stakeholders associated with various aspects of project, recruiting team members, managing the relationships with project managers and team members, and procuring the needed financial resources and materials. 3 credits

MAM 8016 Managing Cost, Resource Acquisition, and Vendors

Project management involves overseeing a portfolio of interrelated tasks that must be aligned with the enterprise's strategic goals and operational processes to ensure successful and timely completion of the project. Essential preliminary tasks are identified, including the creation of budgets, realistic timelines, reporting procedures, and vendor arrangements. Utilizing a systems approach, this course examines effective approaches for (a) clearly scoping the project, (b) charting its components and processes, (c) identifying factors that can impact its progress, (d) obtaining the resources needed for success, (e) managing the project budget, and (f) managing vendors. 3 credits

MAM 8017 Project Schedule, Quality Control, and Risk Management

Risk management, benchmarking and outcomes assessment are critical to successful project planning and progress measurement. This course focuses on understanding core quality management principles and approaches and how to manage risk. Central to the course is an understanding of the nature of risk and its impacts. The course applies a systems and collaborative management perspective to critically examine how to design and use the appropriate assessment strategies, tools, and processes throughout a project. It addresses how to integrate them as key components of the project structure, execute them, and use assessment findings to make effective corrections. 3 credits

MAM 8020 Designing and Managing Collaborative Workplace Systems and Virtual Teams

Neither managers, nor the employees that they lead, work in isolation. Interaction among employees can be structured in many ways because workplace collaboration has many forms. With a critical examination of the nature of virtual teams, their essential components and processes and their challenges as a backdrop, this course discusses virtual team management in the wider context of developing collaborative workplace systems in globally distributed organizations. Central to this exploration are the issues related to "organizational collaborative readiness," critical qualities and skills needed by virtual team leaders and members, self-management, "virtual space as interactive place," communication processes and global team dynamics. 3 credits

MAM 8025 Systems Thinking, Analytics and Ethical Decision Making

Business enterprises daily face new and complex situations that call for "out-of-the-box" thinking and entrepreneurial problem solving. Individuals and teams need organizational intelligence, the knowledge and practical wisdom contained in the workforce and the networks in which they participate, to make well informed and innovative decisions. With systems thinking, transdisciplinary analysis and integrative principles as a foundation, this course examines the art of solving problems collaboratively, making organizational decisions and taking sustainable, ethical action, as well as promoting innovation and taking the risk to try new ideas and approaches in a distributed intercultural work environment. The course also explores effective use of technology to accomplish this. 3 credits

MAM 8030 Program Capstone: Strategically Leading People, Projects, and Innovation

With project management in distributed organizations and work-life integration as its focus, this course concludes the MAM program, tying together all of the business, management and organizational concepts, skill sets and workplace applications studied and developed throughout the various courses. The Capstone project enables students to articulate your own forward thinking vision and practice of empowering and ethical global management, demonstrate your empowering management and problem solving skills through analyzing and resolving a case study, and chart your career path through a professional portfolio. 3 credits

College of Social Sciences

Department of Transformative Social Change

TSC 4020 Relationships in Health and Healing Practice

This course reviews evidence on the importance of relationships in the maintenance of health, prevention of illness, and healing. The major focus is upon the ties between people; however, relationships exist at many levels including links of mental to physical processes, broader ecological or spiritual domains, and socio-cultural beliefs and practices. Evidence is provided for the use of caring relationships in the healing process. The format includes written reports and participatory activities. 3 credits

TSC 6400 Ethics for Transformative Social Change: Thinking Like a Global Citizen

The practice of ethics involves the exploration and evaluation of different values and assumptions that support alternative courses of action. This course approaches these differences from a global civic perspective that is grounded in our common humanity and recognizes our many social differences. We will practice “thinking like a global citizen” in an evaluation of the merits of a capabilities approach to human development, comparing a property-based economy with a civic-based economic vision. We will also critically examine a number of practices that address challenges that are of particular interest to participants in the course, which might include immigration, complicity in the violation of human rights, the protection of the commons, and alternative views of global finance. In these examinations, we will explore and generate potential designs for a sustainable and just framework for transformative actions on the local, regional, national, and international level. A primary goal of the course is for students to be able develop a global civic ethic that is sufficiently rigorous to face ongoing resistance to social change and flexible enough to enable relevant and effective actions to address the multiple dimensions of our global civic life. 3 credits

TSC 6500 Ecological Psychology

Humans endanger species, ecosystems, and themselves by altering, depleting, and poisoning our planet. Students of sustainability, social transformation, organizational leadership, psychotherapy, consciousness, and spirituality may benefit from developing an ecopsychological perspective. The course should serve all students concerned with how

humans created the current environmental crisis and how to resolve it. The course should also be helpful to clinicians whose clients are physically and emotionally harmed by their absence of connection to their life supporting habitats, and whose behavior toward the environment adds to human suffering and to business managers intending to become more effective green leaders. Finally, the course should be useful for advocates for animals, for wildlife, environmental preservation and low impact lifestyles and local community productivity by introducing key concepts about human nature and the human capacity to influence the environmental crisis. 3 credits

TSC 6505 Healthy Communities

This course will provide students with an overview of the concepts, practice, and research in the area of Healthy Communities. The beginnings of the healthy communities' movement took place in mid 1980s when Leonard Duhl's concept of holistic health promotion and illness prevention captured the imagination of World Health Organization (WHO) officials. As a result of WHO initiatives, the WHO healthy communities program is now ongoing in 36 cities in Europe, between 60 and 70 cities in Canada and several in the United States. 3 credits

TSC 6510 Theory and Practice of Nonviolence

This course examines the history and basic principles of a variety of nonviolent approaches, including those of seminal figures such as Buddha, Jesus, Gandhi, and King, as well as the views of contemporary social activists and theorists, both secular and spiritual. The applications of philosophies of nonviolence to various social and political domains are critically considered. A range of methods and strategies for nonviolent social change are explored, utilizing study of historical and recent cases. 3 credits

TSC 6520 Gender and Society

This course reviews theoretical insights regarding gender from disciplines including gender studies, sociology, psychology, and international relations to consider the significance of gender as a category of social analysis. Particular attention will be given to how gender structures personal identities, families, work contexts as well as institutions such as public education and the military. Additionally, students will consider how developing a critical understanding of gender can help them in their role as change agents within their relationships, communities, workplaces, and in broader society. 3 credits

TSC 6550 Conflict Resolution Theory and Methods

The major themes and debates within the field of conflict resolution are discussed in this course. Students gain an understanding of the tools that are available to intervene in conflicts and an awareness of how to improve their capacity to analyze and resourcefully respond to conflict. Additionally, students develop a critical theoretical perspective on the general field of conflict resolution. This class assists the scholar/practitioner in addressing major challenges that call for creative formulation. Such new perspectives may enable the student to be a more effective

agent of change, and the field to address the prevention of violent and destructive conflict as well as the resolution of specific disputes. 3 credits

TSC 6570 Race, Class, and Gender

None of us lives our lives through linear or exclusive experiences of race, class, or gender. Instead, we exist through multiplicities of identity that are informed through race, class, and gender, as well as other social determinants. Human diversity, increasingly framed in terms of intersectionality – focused on the mutual interrelatedness of central social categorizations such as gender, ethnicity/race, social class and sexualit(ies) – is becoming more prominent in research, scholarship, and practice. The goal for this course is modest – to expand our awareness of how race, class, and gender shape our lives, historically and in the present day. If this heightened awareness leads to changes in the way we talk with and about each other, represent the other, provide services, and live our lives on a day-to-day basis, then the course will have more than satisfied its intent. 3 credits

TSC 6585 The Human Right to Adequate Food

Ending hunger is a deeply political issue, involving the play of power and conflicting interests. It must involve much more than the delivery of particular goods or services. It requires recognition and respect for human rights, and it may require some sort of reconfiguration of the social order, locally, nationally, and globally. Ending hunger requires serious planning, and agreement on a guiding vision. This course is designed to help participants figure out how to do that, in the contexts that interest us. This course is offered in a cooperative arrangement with the University of Sydney in Australia. The course utilizes the University of Sydney's Blackboard online learning platform. Saybrook students enrolled in the course participate in the course together with students from the University of Sydney Peace and Conflict Studies Program. Unlike other Saybrook courses, the term of this course is twelve weeks. Students register for the course as they usually do, and will receive course log-in information directly from the instructor. 3 credits

TSC 6590 Peace Studies

This course reviews theory and data from psychology and other human sciences in the study of peace, conflict, and violence. It covers both positive (harmonious and constructive ways of living) and negative (absence of war or violent conflict) conceptualizations of peace at the interpersonal, group, national and international levels. 3 credits

TSC 6610 Social System Transformation Theory

The aim of this course is to empower students to be able to critically evaluate social systems and become participants in their co-creation and transformation. The course enables students to recognize and analyze social systems and societal paradigms as they present themselves in various domains of human experience, develop a critical understanding of how humanistic values, developmental ideas and norms can be applied to social systems, and develop the ability to create strategies for changes in such systems and norms so that they will improve the well-being of the people who participate in them. 3 credits

TSC 6615 Overview of Transformative Social Change Interventions

To change the world (or some small part of it) people need to take action. However, what are the most appropriate ways to take effective action? This course is designed to introduce students to the strategies, tactics, and methods used to promote transformative social change. Students will learn how to launch a project, non-profit organization, or movement, conduct successful meetings and build consensus, develop a strategy and tactics, take effective action, and maintain the change while nurturing his or her well-being. This course will provide students with a broad overview of how to bring about transformative change in social systems on a variety of levels. 3 credits

TSC 6620 Psychology of Disability, Rehabilitation, and Empowerment

This course is designed to introduce the student to both (1) an understanding of how the community-at-large conceptualizes the role of persons with disabilities due to illness, trauma, and environmental impact (malnutrition, wars, etc.) and how that has transformed over the years given disability rights advocacy and legislation, particularly in the United States; (2) issues in treating the individual with disabilities and the differences and similarities in working with other individuals in treatment; and (3) voices of persons with disabilities and their narratives. 3 credits

TSC 7077 Building Sustainability: The Global Crisis

Sustainability is defined as living in such a way that the capacity of future generations to meet their own needs is preserved. However, current patterns of human life are exhausting and destroying the gifts of nature that are necessary for life. To achieve sustainability, humans must refrain from depleting non-renewable resources and from polluting air, soil, and water. We must control both population and consumption and will likely need to end the extremes of wealth and poverty that are currently proving destructive to our habitats. Finally, sustainability will, we believe, require major changes in social institutions and in the way humans think and act toward each other and toward the earth. The pace at which we make these changes will determine how much of earth's resources are left for generations yet to come. 3 credits

TSC 7079 Building Sustainability: Present Practices in Community and Society This course explores principles, implementation, and effectiveness of selected current sustainability approaches. It provides an overview of key perspectives on sustainability: The Natural Step, Natural Capitalism, renewable energy, green building, sustainable agriculture, and population control. This course introduces information about present practices relevant to many disciplines and social domains and provides a broad base on which to build further studies and real-world projects. 3 credits

TSC 7085 Globalism and Power

This course describes different manifestations of globalization and identifies the powerful forces directing them, the costs and benefits that come with it, the evolving role of transnational groups, global NGOs, and the opportunities to find personal meaning and local purpose in a global society. 3 credits

TSC 7115 Refugee Trauma and Resiliency

This course covers the breath of topics (i.e., mental health, human resiliency, human rights, humanitarian aid) related to working with displaced people (refugees, asylum seekers, exiled individuals and internally displaced people). It is designed as a survey course for students interested in understanding the landscape with regards to research and practice for the protection and assistance of refugees. This course is useful for the more experienced student who desires to develop an independent project or dissertation work based on one of the areas of concern presented in the course. 3 credits

TSC 8151 Practicum in Professional Practice

This course is intended for students seeking practicum training not related to clinical practicum or the MFT program. Students are responsible for arranging the practicum and should consult their Specialization director in order to identify a Saybrook faculty liaison. Prerequisites: Open only to students pursuing a TSC certificate. 3 credits

College of Social Sciences

MA Level Research Courses

RES 1023 Understanding Research and Evaluation (for Counseling Only)

This course emphasizes competencies in research and evaluation foundational to clinical counseling and psychotherapy. The course introduces inquiry in quantitative and qualitative methods with emphasis on conceptualization, design, basic statistical principles and analysis, and critique of research. The course presents an overview of approaches to research and evaluation, including humanistic, existential, systemic, and alternative paradigms; evidence-based treatment and empirically supported practice; needs and outcomes assessment and program evaluation; and ethical and multicultural issues in research. 3 credits

RES 1024 Understanding Action Research

Action research is a perspective, which interconnects research and action. This M.A. level research course focuses on the history, theory, and practice of action research where the researcher is involved as a facilitator, in a consultant and/or participant role in support of the assisting the members of the organization, community, or social system to create sustainable change. The theories and models of Lewin, Argyris, Whyte, Senge, and others are used to support understanding of different approaches to action research and participative action research. This is an M.A. level course specifically oriented to OS students and is required for students in the M.A. in Leadership of Sustainable Systems program. Other M.A. students in OS can petition to take this course in place of Understanding Research. 3 credits

RES 1025 Understanding Research

This requirement emphasizes the research skills needed to read and understand the research done by others. The course familiarizes students with the range of methods for human inquiry as well as the chief concepts and principles for conceptualizing, designing, and critiquing research. Areas covered include information search and research ethics. The course enables students to relate and apply research to their subject domain of study and practice. 3 credits

RES 1026 Information Competency and Library Use

This course is designed for the student to leverage their prior learning experience and acquire new resources for graduate study and lifelong learning. It will help in the process of defining and articulating information needs, identifying and selecting the appropriate resources, formatting and executing research strategies, and then critically interpreting and analyzing the result and presenting it in a professional (APA) style. 2 credits

RES 9200 Master's Project Research

The project can be the culminating research requirement of a master's program. Its purpose is to engage the student in integrating and organizing information gained through course work, and applying these skills to a project effort. It can explore any question of relevance to the student's program by way of disciplined inquiry, which applies a clearly defined methodology. It often has an applied research emphasis with its aim and scope doable in one term. Entails written project prospectus, project research report, and closure session (project orals). 3 credits

RES 9400 Master's Thesis Research

The thesis can be the culminating research requirement of a master's program. The purpose of this inquiry is to engage the student in integrating and organizing information gained through course work, and applying these skills to a research effort. Thesis research can pursue any question of relevance to student's program by way of disciplined inquiry with a clearly defined methodology. The range of approaches available is the same as for dissertations from qualitatively oriented and experimental studies to theoretical research. Entails written thesis proposal, thesis defense, and thesis research report. 6 credits

PhD Level Introductory Research Courses**RES 1004 Information Competency and Library Use (Organizational Systems)**

This course is designed for students to leverage their prior learning experience and acquire new resources for graduate study and lifelong learning. The course introduces students to the ethical, legal, and socio-economic issues of information and the changing environment of scholarly publishing. This course is also a preparation for information research (literature review) as it pertains to the thesis or dissertation by working through the process of defining and articulating information needs related to a specific topic, identifying, and selecting the appropriate resources, developing and executing research strategies, critically interpreting and analyzing results, and presenting them in a professional style (APA, 6th ed.). 2 credits

RES 1005 Methods of Research and Disciplined Inquiry I (Psychology, Organizational Systems, Transformative Social Change)

This first course of a two-semester sequence focuses on the acquisition of research competence to search and circumscribe the subject domain for human inquiry; define the research focus; formulate researchable questions; know the relevant methodological traditions to select one suitable to the question; design and plan the research study; know the procedures proposed for data collection, analysis, and synthesis; know the ethical issues of proposed research; critique research; critically review literature and propose research. Entails completion of research proposal that communicates research focus, preliminary review of literature and research question. Prerequisite: Doctoral program status. 3 credits

RES 1006 Information Competency and Library Use (Psychology, Transformative Social Change Only)

This course is designed for the student to leverage their prior learning experience and acquire new resources for graduate study and lifelong learning. It will help in the process of defining and articulating information needs, identifying and selecting the appropriate resources, formatting and executing research strategies, and then critically interpreting and analyzing the result and presenting it in a professional (APA) style. 2 credits

RES 1015 Methods of Research and Disciplined Inquiry II (Psychology, Organizational Systems, Transformative Social Change)

This second course of a two-semester sequence continues its focus on the acquisition of research competence to search and circumscribe the subject domain for human inquiry; define the research focus; formulate researchable questions; know the relevant methodological traditions to select one suitable to the question; design and plan the research study; know the procedures proposed for data collection, analysis, and synthesis; know the ethical issues of proposed research; critique research; and critically review and propose research. Entails completion of a research proposal that communicates a research focus, review of literature, research question, choice of method, and proposed research procedures; and IRB Certificate. Prerequisites: Successful completion of RES 1005. 3 credits

RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only)

Students are presented with various research approaches including qualitative and quantitative methods. Conceptual foundations and application of research are explored. Students learn how to evaluate and think critically about psychological research in terms of the formulation of research problem, research questions/hypotheses, research design, methodology, data analysis, conclusions, and legal-ethical issues. Students also learn how to assess feasibility of a study, formulate research questions, and identify methods and design for a proposed study. 3 credits

RES 1110 Statistics

Quantitative data analyses utilized for various research designs in basic science and applied research are addressed, including descriptive and inferential statistics, such as t-test, ANOVA, chi-square test, regressions, and nonparametric statistics. Areas covered include organizing datasets, producing descriptive statistics, testing hypothesis with inferential statistics, and interpreting the results. This course emphasizes understanding of the conceptual foundations, meanings, and interpretations of the statistics, rather than computation, however an overview and introduction to SPSS is included in the course. Pre-requisite: RES 1105: Methods of Research course. 3 credits

PhD Level Advanced Research Courses**RES 1030 Experimental Research Methods**

This course examines research that involves the manipulation and control of variables for the purpose of testing hypotheses. Emphasis on research skill-building in posing hypotheses, operationalizing variables, designing experiments, hypothesis testing, qualitative and quantitative data analyses with experimental design, critique and interpretation of the results from experiments. Entails a research proposal, IRB review, execution of a pilot research study, and written research report. Conducting a pilot experiment is a required part of the course. Prerequisites: Completion of RES 1015. 3 credits

RES 1040 Qualitative Research Methods

This course examines research methods that are primarily descriptive and interpretive in nature. These methods include naturalistic observation, participant-observation, unobtrusive measures, survey research, in-depth interviewing, and the use of archival and other written documents. Entails a research proposal, IRB review, execution of a pilot research study, and written research report. Prerequisites: Completion of RES 1015. 3 credits

RES 1050 Applied Program Evaluation

This course introduces students to the varied spectrum of evaluation philosophies and perspectives. Students learn to assess what evaluation approaches work best for what specific situations. As opposed to basic research, which is intended to expand general knowledge in a particular area, program evaluation seeks to improve our understanding of a specific program. The information gained from program evaluation may contribute to general knowledge in a particular area, but most often will generate knowledge specific to a particular setting, problem, and program. Entails a research proposal, IRB review, execution of a pilot research study, and written research report. Conducting a pilot program evaluation is a required part of the course. Prerequisites: Completion of RES 1015. 3 credits

RES 1140 Case Study Methods in Psychology

The careful observation, description, and discussion of individual cases are pervasive in psychology, human science, and organizational systems. This course provides an historical background and context for case study research methods. It presents case study research as a fundamental means to develop valid knowledge and delineates methodological issues in case study research. Can be adapted with the instructor to the psychological study of individuals and groups, interdisciplinary study in the human sciences, and the case study of organizations. Entails a research proposal, IRB review, execution of a pilot research study, and written research report. Prerequisites: Completion of RES 1015. 3 credits

RES 1150 Action Research

Action Research is a perspective in which research and action are interconnected. This course focuses on the history, theory, and practice of research where the researcher is involved as a consultant or participant in the setting. The models and practices of Argyris, Lewin, W.F. Whyte, and others will be reviewed. Entails a research proposal, IRB review, execution of a pilot research study, and written research report. Pilot research using a form of action research is a required part of the course. Oriented to students in OS, but also open to students in other degree programs. Prerequisites: Completion of RES 1015. 3 credits

RES 1160 Systems Research

This course focuses on the construction of a comprehensive research methodology based on systems theory and systems methods. By selecting from both the appropriate qualitative research methods and the available systems modeling and design methods, the course guides the student in designing a viable, robust research methodology to research the system of the student's interest. Although this course cannot be expected to provide students with a finite, step-by-step method for research, nor with a complete overview of either the theoretical background or all possible approaches in application, it should provide enough of an orientation to construct a systems-based dissertation. Entails a research proposal, IRB review, execution of a pilot research study, and written research report. Pilot research using a form of systems research is a required part of the course. Oriented to students in OS, but also open to other students. Prerequisites: Completion of RES 1015. 3 credits

RES 3130 Descriptive Phenomenological Psychological Research

This second level research methods course emphasizes teaching the practical skills necessary for descriptive research work. The course emphasizes the concrete steps necessary for phenomenological research as well as introduces necessary theoretical concepts including intentionality, the phenomenological reduction, and intuition. Standards for doing valid research work are critically examined throughout the course. Entails a research proposal, IRB review, execution of a pilot research study, and written research report. Prerequisites: Completion of RES 1015. 3 credits

RES 4005 Narrative and Auto/Biographical Research

The course recognizes the importance of storytelling, conversation, forms of everyday oral and written communication, narrative text, and artistic expression in the study of human lives. It includes the study of a family of related research methods, from autobiography to ethnomethodology, having in common a focus on personal stories as textual data. Narrative research is grounded in hermeneutics, phenomenology, ethnography, and literary analysis and seeks to understand the lived experience of human beings and how people make meaning of their experience. A research proposal, IRB review, execution of a pilot research study, and written research report is required for completion. Prerequisites: Completion of RES 1015. 3 credits

RES 4900 Hermeneutic Psychological Research

In the social sciences it is widely acknowledged that human beings spontaneously express themselves through “stories” that are intimately related to self and collective identity. This course introduces students to a hermeneutic approach to investigating the psychological meanings in the stories through which people articulate important lived-experiences. Students will study the philosophical background of hermeneutics, be introduced to a methodical approach to conducting hermeneutic psychological research, and conduct an interview-based pilot study. The hermeneutic tradition is one of the best-established philosophical foundations for interpretive psychological research. A hermeneutic approach pays careful attention not only to the biographical context of research participants, but also the communal, cultural-linguistic, and historical contexts within which people narrate their lives. Such research is not simply a “re-telling” of peoples’ stories. Rather, peoples’ narratives are psychologically complex and so must be carefully analyzed in order to yield scholarly knowledge. Prerequisites: Completion of RES 1015. 3 credits

PhD Level Qualifying Essays & Research Practicum

RES 1100A Research Practicum

The Research Practicum is considered part of the doctoral Candidacy phase along with completion of the three essays. Doctoral students may enroll in RES 1100A when they have successfully completed the advanced-level research course. Students may simultaneously enroll in one or more essays at that time if they have completed all other requisite degree program requirements. Students enrolled in RES 1100A gain further experience with the research process by conducting a pilot study. Upon completing the second-level research course, the Research Practicum commences with a written research proposal between student and instructor that defines course content in terms of the research competencies and learning activities needed. This proposal is based upon the student’s proficiency with the core areas of research competency. The course is designed to accommodate more advanced study of the range of approaches and methods included in the second-level research course. The student proposes, conducts, and reports the findings of this pilot research study utilizing specific data gathering and/or data processing research procedures of a particular methodology and research tradition. The course also is

designed to familiarize students with opportunities and pitfalls in a prescribed area of doing research that enables them to continue developing research skills toward proficiency demonstrative of readiness for dissertation research. This course content must be explicit in its research focus; that is, a simple review of the literature is not acceptable. However, focus on a variety of specific areas of focus and research skill building are possible. RES 1100A entails writing a research proposal, completion of the IRB review process, execution of the pilot study, and expressing those findings within a final research report. This report is considered as an element of the Candidacy orals, and will be reviewed by all essay committee members at that time. Prerequisites: Completion of one advanced-level research course. Students embarking on a research project not involving the collection of data from human participants are expected to complete this Research Practicum within one semester. Students who intend to complete a research pilot study involving the collection of primary data may consider RES 1100A as Part 1 of a two-part research practicum. If so, credit is granted for RES 1100A upon completion of the research proposal and clearance by the Saybrook IRB. 3 credits

RES 1100B Research Practicum – Part II

If students propose to complete a research study during the practicum that entails the collection and analysis of primary data from human participants, and cannot finish the project within RES 1100A, they will register for RES 1100B for a second semester of practicum. During RES 1100B, the student is required to complete the participant solicitation process, collect and analyze all primary data, and complete the written research practicum report. Prerequisites: Completion of RES 1100A. 3 credits

RES 9010 Qualifying Essay 1: Dissertation Critique (Organizational Systems, Psychology, Transformative Social Change Only)

The course engages the student in writing a critique of a completed dissertation with particular attention to its methodology. Successful completion of all three essays and the Candidacy oral exam is a requirement in order to qualify for admission to doctoral Candidacy. The focus of this essay is on the ability to understand and think critically about the research of others. By writing a critique of a dissertation students will demonstrate that: a) they have learned to read, understand, analyze, and constructively critique the research of a colleague; b) they understand the principles, methods, and utility of research; and c) they understand how researchers select a research question, select a research method, carry out a research study, analyze data collected, interpret observations, and draw conclusions. The dissertation to be critiqued must have been published within the past seven years, and no one on the Candidacy committee may have served on that dissertation committee. Students are encouraged to select a dissertation that uses the same method being considered for their own dissertation. This will be of help in that a critique of the methods chapter in an existing dissertation may contribute to a better understanding of how related principles and research tenets may be expressed.

Students are required to consult with their Essay Supervisor to determine which two essays they will enroll in first. Once one of the essays has been completed and there are more than 60 days left in the term, the student may enroll in the third essay

Prerequisites: All pre-Candidacy coursework completed, with the exception of RES 1100A/B. 3 credits

RES 9020 Qualifying Essay 2: Literature Review (Organizational Systems, Psychology, Transformative Social Change Only)

The purpose of the course is to write an essay that entails an exploration of an area of research interest in order to demonstrate proficiency in literature review research competency to undertake a

dissertation. In contrast to RES 9010, which is focused on the critique of an existing dissertation, this essay involves a content domain focus within the degree field, including a critical review of relevant theoretical, empirical, and historical literature on the selected topic.

Students are required to consult with their Essay Supervisor to determine which two essays they will enroll in first. Once one of the essays has been completed and there are more than 60 days left in the term, the student may enroll in the third essay

Prerequisites: All pre-Candidacy coursework completed, with the exception of RES 1100A/B. 3 credits

RES 9030 Qualifying Essay 3: Literature Review (Organizational Systems, Psychology, Transformative Social Change Only)

The purpose of RES 9030 is the same as for RES 9020. Like RES 9020, it can explore any focus of interest within the degree field, including a critical review of relevant theoretical, empirical, and historical literature on the selected topic. This essay must be clearly different and distinct from the material covered in RES 9020.

Students are required to consult with their Essay Supervisor to determine which two essays they will enroll in first. Once one of the essays has been completed and there are more than 60 days left in the term, the student may enroll in the third essay

Prerequisites: All pre-Candidacy coursework completed, with the exception of RES 1100A/B. 3 credits

PhD Level Dissertation Research

RES 9500 Dissertation Research (Psychology, Transformative Social Change Only)

The purpose of dissertation research is to demonstrate mastery of research competencies needed to do independent research and contribute to the discipline of the doctorate degree. The course is designed to engage the student in integrating and organizing information gained through earlier coursework, and applying these skills to a substantive research effort. The dissertation can explore any question of relevance to the student's degree program by way of disciplined inquiry, which applies a clearly defined methodology. Prerequisite: Admission to doctoral Candidacy. **6 to 18 credits**

RES 1200A Dissertation Proposal I (Clinical Psychology, Clinical Specialization Only)

This course is the first in designing the dissertation proposal. Students formally form their dissertation committee and work closely with the chair, in consultation with the committee as needed, in authoring the first two chapters, Introduction (topic, research problem, research questions, purpose of the study) and Review of Literature. This course is a prerequisite for Proposal II. 3 credits

RES 1200B Dissertation Proposal II (Clinical Psychology, Clinical Specialization Only)

Working with the dissertation committee, student's work on chapter 3 (methodology) of the proposal manuscript. As part of this course, students undergo Saybrook IRB review of their proposed study. A proposal conference is held with the committee, resulting in the decision to accept or reject the proposal. This course is the second in designing the dissertation proposal. Prerequisite: Proposal I. 3 credits

RES 9500 Dissertation Research (Clinical Psychology, Clinical Specialization, Organizational Systems Only)

The purpose of dissertation research is to demonstrate mastery of research competencies needed to do independent research and contribute to the discipline of the doctorate degree. The course is

designed to engage the student in integrating and organizing information gained through earlier coursework, and applying these skills to a substantive research effort. The dissertation can explore any question of relevance to the student's degree program by way of disciplined inquiry, which applies a clearly defined methodology. Prerequisite: Admission to doctoral candidacy. **12 credits**