

PSYCHOLOGY

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**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Psychology

Minor in Psychology

Minor in Gerontology

Certificate in Gerontology

Master of Arts in Psychology through Special Sessions

Art Therapy

Depth Psychology

Organization Development

What is Psychology?

Psychology is defined as the study of human behavior and experience. According to the American Psychological Association, psychology has three faces: it is a discipline, a science, and a profession. Psychology is a calling that requires one to apply special knowledge, abilities, and skills in order to solve human problems. It is an extremely diverse field that attracts people with a wide variety of backgrounds, interests, and skills.

Careers in Psychology

A career in psychology means hard work, but it can also mean opportunity – opportunity to break new ground in science, opportunity to better understand yourself and others, opportunity to help people live richer, more productive lives, and the opportunity for ongoing personal and intellectual growth in school and throughout your career.

Some psychologists find it rewarding to work directly with people – for example, helping them overcome depression, deal with the problems of aging, or stop smoking. Others are excited by research questions on topics such as animal behavior, eating disorders, how the brain functions, and child development. Still others find statistics and quantitative studies to be the most fascinating areas.

Traditionally, psychologists have been employed in universities, schools, and clinics. Today, more than ever before, they can be found working in businesses, hospitals, private practice, courtrooms, sports competitions, police departments, government agencies, private laboratories, and the military, among other settings.

Psychologists fill many different roles. For example, they work as teachers, teaching the discipline of psychology in universities, four-year and two-year colleges, and high schools. Psychologists work as researchers employed by universities, government, the military, and business to do basic and applied studies of human behavior. Psychologists also work as psychotherapists, helping people to individuate and resolve conflicts. Psychologists work as counselors in school settings, working with students and their families to provide support for the students' social, cognitive, and emotional development. In addition, psychologists work as administrators, functioning as managers in hospitals, mental health clinics, nonprofit organizations, government agencies, schools, universities, and businesses. Psychologists also work as consultants hired for their special expertise by organizations to advise on the subject or problem in which the consultant is an expert, including such tasks as designing a marketing survey or organizing outpatient mental health services for adolescents.

Careers: Graduate Work and Further Training

For most professional work in psychology, at least an M.A. degree is necessary. Most of our students who go on to graduate work in psychology enter the clinical/counseling/social work fields at both the master's and the doctoral level. Other popular choices are the fields of education, research psychology, business, organizational

development, and criminal justice. A 1998 survey of SSU alumni who graduated as psychology majors found that nearly two-thirds of the respondents had gone on to do some sort of graduate work, most at the master's level.

Early in the major, students are encouraged to conduct Web searches on graduate training programs in their fields of interest in order to find out the specific prerequisites required in order to receive training in these areas. At least some of the psychology courses and non-psychology electives should be chosen with regard to career objectives. Students should consult with an advisor to ensure that they are taking appropriate courses.

Most master's and doctoral programs and employers prefer applicants who, in addition to their academic background, have some kind of applied internship or research assistantship that provides hands-on experience in their field.

Careers: Bachelor's Degree in Psychology

Many undergraduate psychology majors do not go on to do graduate study. A bachelor's degree in psychology means that you graduate with a strong liberal arts education and adequate preparation for entry-level employment in one of many career paths, including:

- administration and management
- aging human services and advocacy
- behavior change consulting
- biofeedback consulting
- business and industry
- child development programs
- counseling
- editing
- employment interviewing
- environmental advocacy
- health services
- marketing and public relations
- organizational consulting
- personal coaching
- personnel and human systems
- probation and parole
- psychiatric assisting
- sales
- social service casework & advocacy
- teaching
- technical writing

About the Psychology Department at SSU

The Psychology Department at Sonoma State University is distinguished by its focus on the quality of human experience. The key words here are: distinguished, quality, human, and experience. For us, each of these words holds special significance.

Distinguished: This expresses both that the department is unique and that it has achieved recognition for this uniqueness over the years. This department offered the first graduate program in

humanistic psychology and also helped to pioneer that field, with four of our members having served as president of the Association for Humanistic Psychology, an international organization. The department also has been distinctive for its pioneering work in such areas as: somatics, expressive arts, biofeedback, organization development, wilderness psychology, Jungian/archetypal psychology, transpersonal psychology, interdisciplinary learning, student-directed learning, experiential learning, and learning-community approaches. This distinctiveness has led to widespread recognition. The department has stood out as a beacon for many students seeking an alternative to traditional psychology.

Quality: This word carries a number of important messages. First of all, we are interested in quality, as in excellence. At the same time, we are struck that the word quality is in ascendance in business, and elsewhere, even as we see ourselves surrounded by the deteriorating quality of our physical, social, and economic environments. We seek to develop a psychology that not only studies but also enhances the quality of life. The word quality also communicates that we value qualitative, as well as quantitative, research methods.

Human: While affirming our interdependence with all creatures, this word communicates our emphasis on studying uniquely human, rather than animal, phenomena.

Experience: We take seriously the subjective realm, rather than focusing exclusively on the objective. Our approach to investigation is often phenomenological, and our approach to teaching emphasizes experiential approaches to learning, when possible, both inside and outside the classroom.

The origins of the department were closely associated with humanistic and existential psychology. Our current range of interests is reflected in the section on Advising and Interest Areas below. Our teaching-learning model is person-centered. That is, we try to foster the unique intellectual, spiritual, and emotional growth of each student as an individual. Our approach to self-knowledge leads from a concern for a private and inner self to a wider concern for one's relationship to one's community and culture.

Psychology Department Learning Goals and Objectives

The Sonoma State Psychology Department is one of a handful of humanistically oriented psychology undergraduate departments in the country. We are especially strong in several areas that are not the focus of most psychology departments but are the focus of our graduate and certificate programs: organization development, depth psychology, art therapy, gerontology, somatics and body-mind approaches, and biofeedback. Our diverse curriculum offers a stimulating and timely liberal arts education that responds to current student needs and supports faculty development and renewal. The department's goals and objectives are designed to support a rich and diverse list of course offerings without compromising students' abilities to learn the skills they need. We also believe that successful teaching and learning extends beyond the classroom to individual advising.

The Psychology Department curriculum is arranged to develop the following skills in each student by graduation time. The courses are designed to enable each student to:

- be familiar with the major concepts, theories, and perspectives in psychology;
- be able to apply psychological theories, concepts, and principles to individual experience as well as to broader social issues and social systems;
- be able to reflect on personal experience in light of psychological knowledge;
- be able to recognize and understand the complexity of cultural diversity, in light of psychological knowledge;
- be able to understand and apply basic research methods in psychology and the social sciences;
- be able to demonstrate skills that promote behavioral change at the individual, organizational, and community levels.

Bachelor of Arts in Psychology Degree Requirements

For first-time freshmen	Units
General education	51
Major requirements	40
Electives	29
For transfer students	
General education	48
Major requirements	40
Electives	32
Total units needed for graduation:	120

Students who apply to transfer into the psychology major must have an overall GPA of 3.0 and must have taken the following courses (or the equivalents):

English 101 Expository Writing and Analytical Reading
 Philosophy 101 Critical Thinking
 Psychology 250 Introduction to Psychology

English 101 and Psychology 250 must be completed with a grade of B or higher. Because psychology is a high-demand major, other prerequisites may be added between the release of one catalog and the next in order to control enrollment. Students considering transferring into the major should contact the department for current information.

Major Requirements

The major consists of at least 40 units in psychology plus a course in statistics, which may be taken in either a psychology or mathematics department. Of these units, at least 34 must be upper-division units (courses numbered 300 or higher at SSU; numbering at other institutions may differ). Most students take a statistics course that can also be used for the General Education area B requirement. All courses for the major must be passed with a grade of C or better.

Required courses for the major include:

Psychology 250, Introduction to Psychology (or the equivalent) taken within the past ten years. Students who believe they possess the requisite knowledge may substitute a passing score on the CLEP test in introductory psychology administered by the Educational Testing Service at (510) 653-5400.

Psychology 306, History of Modern Psychology
 Psychology 307, Humanistic, Existential and Transpersonal Psychology
 Math 165, Elementary Statistics (or equivalent)

One course from the following group is strongly recommended for all students:

PSY 380 Psychological Research Methods
 PSY 440 Community-Based Research Design and Analysis
 PSY 441 Qualitative Research
 PSY 445 Advanced Research Design and Analysis
 PSY 445L Advanced Research Laboratory
 PSY 454 Biofeedback, Somatics, and Stress Management
 PSY 459 Intercultural Research
 PSY 493 Narrative: Theories and Methods

Psychology is an academic discipline that includes the systematic analysis of human behavior, experience, and consciousness through diverse research methodologies. Students enrolled in research methods courses acquire knowledge of how to critically evaluate information from the social sciences presented in popular publications and the media; and of research skills and experience required for most psychology graduate programs and research-related jobs.

The department strongly recommends that students take courses in psychology and other disciplines that educate them about issues of diversity and multiculturalism, such as culture, race and ethnicity, sexual orientation, disability, age, religion, and social class. Courses in American Multicultural Studies, California Cultural Studies, Chicano and Latino Studies, Foreign Languages, Global Studies, Native American Studies, Cross-Cultural Psychology, and Women's and Gender Studies contribute to students' development of multicultural competence.

Students are asked to consult with an academic advisor early in their major to design a course of study that fulfills major requirements, and that is in line with their interest areas and career goals. When time and interest permit, students are encouraged to consider a minor in another field, or even a double major.

Advising and Interest Areas

The Psychology Department provides an individualized major that is tailored to meet your personal needs, interests, and directions. You should meet with an advisor no later than the second semester of your sophomore year, or if you are a transfer student, during your first semester at SSU. Your advisor will help you to design a major that will provide you with the background you need to pursue your career objectives. You are encouraged to come in for advising before the scheduled "advising for registration" period; faculty are more likely to be readily available earlier in the semester.

Students may choose an advisor or are assigned an advisor according to the interest areas they indicate on the advising questionnaire. Students may also change advisors at any time. The following interest areas can be used as a guide for designing the major program and for choosing an advisor:

Adulthood and Later Life Development
 Clinical/Counseling Psychology
 Cultural Psychology
 Developmental Psychology
 Depth, Jungian, and Creative & Expressive Arts Psychology
 Ecopsychology
 Humanistic Psychology

Research Methods
 Social, Community and Organizational Psychology
 Somatics/Health/Performance Psychology
 Teaching Credential Preparation
 Transpersonal Psychology

2. Completion of 20 units of upper-division psychology courses, with a minimum grade of C. Courses must be taken for a letter grade unless Credit/No Credit is the only way the course is offered.

Minor in Gerontology

The minor in Gerontology provides students with a focused multi-disciplinary program to study the aging process. The minor gives students a solid academic foundation in the field and offers practical applications through the internship. Students receive a strong theoretical orientation based in the liberal arts tradition and practical information about aging. The requirements include 22 units incorporating biology, psychology, and the social aspects of aging, and 6 elective units. Specific courses are listed under Gerontology in the catalog.

Internships

The Psychology Department strongly recommends community internship experience, particularly for the student going on to counseling or clinical psychology master's and doctoral degrees.

Each semester a number of advanced undergraduate and graduate students participate in field placements and internship work experiences in organizations and agencies throughout the University's six-county service area. These internships involve on-the-job training by the agency, as well as academic work under the direction of a faculty member. This forms an important base for academic credit and helps the student obtain a range of learning experiences not otherwise found in the department. Applications for internship should be made near the end of the semester preceding the internship semester. A maximum of 8 units of PSY 499 Internship can be applied toward the degree. Students planning on graduate work in clinical or counseling psychology are encouraged to gain internship experience well before applying to graduate school.

Research Assistanceships

The Psychology Department strongly recommends research assistantships for those students going on to graduate work in psychology at the master's or doctoral levels. Many University graduate programs require students to have experience in designing and conducting psychological research, as well as in analyzing data and writing up the results. In order to find out more about these research opportunities, students should consult with individual faculty members who are mentoring students in their own research projects.

Special Studies

Students who wish to carry out independent study and research are encouraged to contact an individual faculty member of their choice.

Master of Arts in Psychology

The Psychology Department, working in conjunction with the School of Extended Education, offers three areas of study within the master

Sample Four-year Program for Bachelor of Arts in Psychology

FRESHMAN YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
UNIV 102 (optional) (3)	HUM 200 (3)
ENGL 101 (3)	MATH 165 (4)
GE (3)	Elective (4)
BIOL 110 (4)	PHIL 101 (3)
PSY 250 (3)	

SOPHOMORE YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
PSY Lower-Division Elective (4)	PSY 306 (4)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
PSY 307 (4)	Upper-Division GE (3)
PSY Elective (4)	PSY Elective (4)
PSY Elective (4)	PSY Elective (4)
Upper-Division GE (3)	PSY Elective (4)

SENIOR YEAR:: 28 Units

Fall Semester (14 Units)	Spring Semester (14 Units)
Upper-Division GE (3)	PSY Elective (4)
PSY Elective (4)	PSY Elective (4)
PSY 499,481 (4)	Elective (3)
Elective (3)	Elective (3)

TOTAL UNITS:: 120

Minor in Psychology

Students seeking a minor in Psychology are encouraged to consult with a psychology faculty advisor to assist them in planning a series of courses tailored to their own personal and career goals. The requirements of the minor are:

1. Completion of PSY 250, Introduction to Psychology (or equivalent), with a grade of C or better.

of arts program: art therapy, depth psychology, and organization development. Each program offers its own goals and curricula, and applicants apply to the program of their choice. Prerequisites and fees vary according to program. The M.A. programs **are self-support programs administered through Special Sessions and funded entirely through student fees.**

University policy requires students in master's programs to maintain continuous enrollment until completion of the M.A. program, or pay a continuing enrollment fee of \$250.00 per semester.

University policy also requires students who take four semesters to complete their thesis/project to re-enroll in PSY 599, Master's Thesis Project (Organization Development students re-enroll in PSY 596, Graduate Tutorial). Consult each program's requirements for more information.

For information about individual programs, and for application materials, contact the graduate administrative coordinator in psychology, (707) 664-2682, e-mail psychma@sonoma.edu. You may also write to:

Graduate Admissions
Psychology Department
Sonoma State University
Rohnert Park, CA 94928-3609

Art Therapy Program

Art as "making special" is at least 250,000 years old (Dissanayake, 1992). Today, art therapists throughout the world engage clients in this universal human behavior to restore personal meaning and dignity and to develop new potentials and aspirations. Through education, art therapy students learn how to help others to "make special," that is, to provide a healing and restorative therapy for people of all ages, from all backgrounds. Art therapists can combine artistic skillfulness with depth-oriented psychological understandings, in service to the full range of individual, group, and community needs and aspirations.

This master's program offers advising and evaluation for an art therapy education program that meets the national educational standards of practice of the American Art Therapy Association (AATA). It continues the humanistic/transpersonal tradition of education in the SSU Psychology Department, while educating students to work in clinical, medical, educational, and community settings. A graduate becomes an art therapy intern upon completion of studies. With 1500 post-master's supervised hours of practice, a graduate is eligible to become professionally registered as an ATR and may sit for an exam to become an ATR-BC, board certified art therapist.

While considering the full range of Western psychological approaches, this program emphasizes an imaginal psychology approach; contemporary psychological knowledge has grown out of the indigenous wisdom of our collective humanity. The healing effects of art making, ritual, storytelling, and embodied rituals remain a rich dimension of our human heritage. Today, art making within an art therapy setting evokes deep, direct experiences in knowing: images arise from a deeper story than the stories that our conscious mind keeps repeating to protect ourselves. Through the revealing

acts of art making, one can recover a personal connection with both individual and universal healing images. Surprise, new challenges, choice, and wisdom are resulting gifts from learning to see and to accept what has remained invisible and often ignored.

The development of skillfulness in supporting others in the use of creativity and imagination for healing entails an initiation: students learn by doing—by their own direct experiences first—followed by theoretical understandings and practical applications. Students are expected to be self-motivated, emotionally mature, responsible, and committed to engage their creativity and imagination in service to others.

Program of Study

Students are admitted in the fall every other year (2007, 2009). Students study as a learning community for six (6) semesters (three years). Within a 36-unit program, students complete approximately 900 hours of classroom learning, plus supervised fieldwork of 700 hours. This program provides courses in art therapy principles, practices, and applications. Within these courses, a rich series of seminars provides an education which meets national standards for becoming a professional art therapist (AATA). In the 2005-06 academic year, all learning experiences are provided off campus.

The Art Therapy Program includes the following courses:

Psy 520A Art Therapy Principles
Psy 545A Art Therapy Practices
Psy 550A Art Therapy Applications
Psy 520B Art Therapy Principles
Psy 545B Art Therapy Practices
Psy 550B Art Therapy Applications
Psy 574A Art Therapy Internship
Psy 545C Art Therapy Practices
Psy 550C Art Therapy Applications
Psy 574B Art Therapy Internship
Psy 547A Advanced Art Therapy Practices
Psy 562A Art Therapy Research
Psy 552A Advanced Art Therapy Applications
Psy 574C Art Therapy Internship
Psy 547B Advanced Art Therapy Practices
Psy 552B Advanced Art Therapy Applications
Psy 562B Art Therapy Research
Psy 552C Advanced Art Therapy Applications
Psy 599 Investigative Project

Evaluation

Within the first 18 units of study each student selects an M.A. committee in consultation with the program advisor. This committee evaluates student work with the student during the mid-program and final program meetings. The committee includes the advisor, a second faculty member (from psychology or a related department), an art therapy field supervisor, and a peer.

Prerequisites for Admission

The Art Therapy Program has the following admissions prerequisites:

1. B.A. or B.S. in Psychology, or Studio Art (B.F.A.), preferred, or equivalent studies from an accredited institution.

2. Minimum GPA of 3.0 in the last 60 units of course work.
3. Applicants must demonstrate an acceptable level of competence in oral and written communication, which is demonstrated by: a written statement about the student's background, relevant experience, and specific goals to be achieved in the program. Individual and/or group interviews are a required part of the admissions process.
4. Related human services work experiences are valued (paid or volunteered).
5. Completion of 18 units of studio art experiences (to be completed within one year of admission).
6. Completion of 12 units of psychology (human development, abnormal psychology, and personality) must be completed within one year of admission); Introduction to Counseling, and Myths, Dreams, Symbols, or other related courses strongly suggested.
7. An Introduction to Art Therapy course (Psy 431 at SSU or elsewhere, or equivalent personal experience) is strongly recommended. Requirement may be met by demonstrated participation in an art therapy process or therapy group.

Fees

SSU fees for 2006-07 cover advising, administration, and portfolio/project supervision and evaluation (36 units @ \$315/unit = \$11,340). In addition, the student is responsible for art therapy seminars held off-campus (an additional \$18,945). The 2005-06 educational program total cost is \$30,285. Fees may change with increased program costs; every effort is made to maintain a stable fee structure for each student group. Art materials, individual supervision, and personal therapy are additional expenses.

For more information, please refer to the art therapy website: www.sonoma.edu/exed/mapsych/art_therapy. General M.A. program questions may be addressed to Karen Fischer, Administrative Coordinator, (707) 664-2862. For more details, please contact Art Therapy Program Coordinator, Suzanne Lovell, Ph.D., ATR-BC, (707) 539-9245. E-mail: suzlovell@earthlink.net.

Depth Psychology Program

The master's program in depth psychology is an interdisciplinary, cross-cultural 36-unit two-year curriculum providing education in the theory, practice, methods, and applications of Jungian and archetypal psychology. It uses experiential learning, depth inquiry, and an embodied curriculum to educate its students in a soulful way. Students explore the depth dimensions of human experience: in art, dreams, ritual, nature, mythology, storytelling, and sacred practice. Small 10-15-person classes engage the students in experiential work which grounds the learning and provides embodied understanding. In the yearlong passion-of-inquiry thesis process, students use depth inquiry methods involving art, nature, dream work, active imagination, sacred practices, and interviewing to explore their areas of passionate concern.

The first year offers three yearlong foundational courses exploring Jungian and archetypal psychological theory, methods of depth inquiry, and cross-cultural mythology and symbolism. Depth inquiry methods include work in artistic media; dream work; imaginal practices; myth and storytelling; masks and ritual; work with the earth; embodied depth techniques; performance; and work in sound, voice, and movement. Work on mythology and symbolism is woven into work with dreams, artwork, ritual, and imaginal practices, as well as practices involving indigenous wisdom, shamanism, and ecopsychology.

The second year offers seminars in student-chosen topics, interpersonal process, research methods, and guidance in depth inquiry and master's thesis work. The master's thesis provides the opportunity for passionate inquiry into an area of deep interest to the student. The thesis is often a personal process study that symbolically and artistically explores psychological development. The publicly presented Thesis Evening in May completes the yearlong passion-of-inquiry process.

Students may engage in community internships in their second year. They may choose to teach an undergraduate course in their field of expertise in the SSU Psychology Department, such as Psychology of the Fairy Tale, Psychology of Masculine and Feminine, and Psychology of Myth and Narrative. The program advisor assists students in developing curriculum and supervises the internship teaching experience. Students also have the option, at additional expense, of enrolling in University courses which meet their specific learning needs.

A monthly visiting scholars program invites noted authors, analysts, therapists, and practitioners to a half-day lecture and lunch in the depth community. Recent scholars have presented on the Native American trickster archetype, the sacred feminine in India, the Kabalah, and creation mythology.

The program in depth psychology is designed to move students to the next step in their personal and professional development. Graduates go on to teach, to work in personal growth facilitation and program design, to pursue clinical training in master's and doctoral programs, and to research and write in the field of depth psychology.

Course prerequisites are required for admission and are designed to give students a foundation in adult development and symbolic expression.

Program of Study

The program includes the following courses:

- PSY 511A,B Theories of Depth Psychology (3,3)
- PSY 515 Psychological Writing (1)
- PSY 530A,B Seminar in Interpersonal Process (1,1)
- PSY 542A,B Methods and Applications of Depth Psychology (3,3)
- PSY 543A,B Cross-Cultural Mythology and Symbolism (3,3)
- PSY 570 Directed Field Experience (1-3)
- PSY 575 Research Methods (2)
- PSY 576 Seminar in Depth Psychology (1-5)
- PSY 596 Graduate Tutorial (1-4)
- PSY 599A,B Master's Thesis: Project and Directed Reading (3,3)

Prerequisites for Admission

The Depth Psychology program has the following prerequisites:

1. B.A. Or B.S. from an accredited institution.
2. Minimum GPA of 3.0 in the last 60 units of course work.
3. An acceptable level of competence in oral and written communication, as demonstrated by the coherence of the personal statement and an oral interview.
4. Emotional maturity, as demonstrated in the applicant's personal written statement, life experiences, and oral interview.
5. Five course prerequisites (a maximum of 9 units may be lower-division courses completed at a community college): child development, adult development, personality, abnormal psychology, and research methods in psychology.
6. A minimum semester-long experience in symbolic forms (art, dream work, writing, poetry) and reflection on that expression for personal growth.

Fees

Fees are set in consultation with the School of Extended Education. Fees are expected to be \$475 per unit for the 2006-2007 academic year and are expected to change yearly due to increased program costs.

Refer to the Depth Psychology website for additional information: www.sonoma.edu/psychology/depth.

Organization Development Program

The Psychology M.A. in Organization Development provides professional preparation for individuals interested in learning how to develop more effective and sane organizations. In four semesters, participants gain the practical skills, conceptual knowledge, and field-tested experience to successfully lead organization improvement efforts. The academic experience involves seminar discussions, skill-building activities, and extensive field projects under the guidance and supervision of practitioner faculty.

Students are admitted each fall and work together as one cohort group through the 36-unit program. Interaction processes among students and instructors are an important source of learning. Both the coursework and field supervision emphasize the acquisition of personal awareness, interpersonal competence, and conceptual understanding required for effective practice in organization development.

Classes are scheduled in the evenings to meet the needs of currently employed students. Some courses schedule all-day sessions on Saturdays. For employed students, work schedule flexibility is highly desirable.

Program of Study

Each cohort group participates together in an integrated sequence of courses over the four-semester program. These courses address the theory and practice of group facilitation, design and presentation of training experiences, arranging and carrying out organizational client engagements, and leading whole-system change projects. Case reports and conceptual frameworks provide a solid foundation to guide professional practice.

Students take all courses together as a cohort group. The course list is as follows:

- PSY 513 Facilitation and Training (3-4)
- PSY 554 Organization Systems Inquiry (3-4)
- PSY 533A,B,C Group Dynamics in Organization Development (1-3)
- PSY 514 Organization and Team Development (3-4)
- PSY 556 Seminar in Socio-Technic Systems Redesign (3-4)
- PSY 557 Human Systems Redesign (2-4)
- PSY 572A,B Internship in Organization Development (2-4)
- PSY 544 Qualitative Research Methods (1-3)
- PSY 518 Large Group Interventions (2-4)
- PSY 510 Professional Practice in Organization Development (2-4)
- PSY 596 Graduate Tutorial (1-4)

The culminating experience requirement consists of two parts:

- An analytical case study demonstrating competence in the design and implementation of an organization development project with an actual organization.
- A publishable article on a topic relevant to professional practice in organizations. Both reports are planned with, and approved by, the student's faculty advisor.

Prerequisites for Admission

The Organization Development Program has the following admissions requirements:

1. B.A. degree from an accredited college or university.
2. A 3.00 GPA for the last 60 units of academic work.
3. At least two years of relevant work experience in or with organizations.
4. Applicants should have a foundational understanding of issues and concepts encountered in organizations, as well as those pertaining to human behavior and experience. Generally, this may mean that applicants with a B.A. in psychology may need courses in business administration, while those with a degree in business may need courses in psychology. Prerequisite course work in one or more of the following may be used to satisfy these requirements:
 - Organization behavior or organizational psychology
 - Psychological foundations, personality, development, or group process

5. It is advisable to consult with the Organization Development Program Coordinator before taking prerequisite courses.
6. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a written statement about the student's background, relevant work experience, and specific goals to be achieved in the program; a writing sample from the applicant's recent academic or professional work; and interviews during the admissions process.

Fees

Fees are set by the School of Extended Education, and may vary depending on program costs. For the 2005-07 academic year fees were \$425 per unit, but may change due to increased program costs in succeeding years.

Refer to the Organization Development website for additional information: www.sonoma.edu/programs/od/.

Psychology Courses (PSY)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for the most current information and faculty teaching assignments.

201 HUMAN POTENTIAL (3-4)

Concepts and skills useful for increasing self-understanding and interpersonal effectiveness. Topics include self-esteem, social influence, and cognitive mediation of emotion and behavior.

237 CAREERS IN PSYCHOLOGY (2-4)

Offers students an opportunity to explore and discover their values, skills, interests, lifestyle preferences, and the undertaking of the personal strategies necessary to formulate career paths and alternatives.

250 INTRODUCTION TO PSYCHOLOGY (3) FALL, SPRING

Introduction to the theories, research, and applications of psychology. Educates students how to become informed consumers of psychological knowledge. Prerequisite to upper-division courses in the major for students who enter the University as first-time freshmen and for University students who transfer into psychology from other majors. Satisfies GE, category D1 (Individual and Society).

299 STUDENT-INSTRUCTED COURSE (1-4)

Each student-instructed course is designed by an advanced undergraduate student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two lower-division Student-Instructed courses may be credited toward the psychology major. Cr/NC only.

302 DEVELOPMENT OF THE PERSON (3) FALL, SPRING

A multidisciplinary examination of the social, cultural, emotional, and psychophysiological development of the human being. Shows how research and theories relate to and assist individuals in their own self-development. Satisfies upper-division GE, E (The Integrated Person). Upper-division psychology GE courses (PSY 302, PSY 303, and PSY 326) may be double-counted as upper-division GE units and as units for the psychology major.

303 THE PERSON IN SOCIETY (3) FALL, SPRING

How humans behave, think, and feel in interpersonal relationships, families, workplaces, communities, and natural environments. How each of these social contexts affects the way people behave in the others. Interrelationships with larger political and economic variables are explored, drawing from other disciplines that offer relevant insights and knowledge. Satisfies upper-division GE, D1 (Individual and Society). Upper-division psychology GE courses (PSY 302, PSY 303, and PSY 326) may be double-counted as upper-division GE units and as units for the psychology major.

304 SIBLING RELATIONSHIPS (4) FALL

An exploration of the role of siblings in personal and family development, with a focus on sibling relationships in adulthood and later life. An emphasis will be placed on the psychosocial context of the sibling relationship in addition to theories of the psychology of the individual. Cross-listed as GERN 304.

306 HISTORY OF MODERN PSYCHOLOGY (3-4) FALL, SPRING

Part I of a yearlong sequence that presents perspectives on the field of psychology. Includes past and present understandings of human experience, integrating issues and controversies. The first semester includes: epistemology; traditional scientific and clinical methodologies; and psychoanalytic, behavioral, and Gestalt psychologies. Prerequisites: PSY 250, ENGL 101, PHIL 101, and admission to the psychology major or consent of instructor.

307 HUMANISTIC, EXISTENTIAL, AND TRANSPERSONAL PSYCHOLOGY (3-4) FALL, SPRING

Part II of this sequence on the major forces in modern psychology presents theories, methods, and research in humanistic, existential, and transpersonal psychology. Prerequisite: PSY 306 or consent of instructor.

311 PSYCHOLOGY DIALOGUE SERIES (1-2)

A lecture series that explores careers and topics of interest to psychologists. Practitioners in diverse fields of psychology are invited to speak on the nature of their work, current social and political trends in psychological practice, and their view of the future of psychology. Cr/NC only.

312 ADULT DEVELOPMENT LECTURE SERIES (2) FALL

Lectures and presentations on thematic issues in the field of adult development. Speakers are drawn from local community programs, Bay Area research organizations, and academic disciplines. May be repeated for credit. Cross-listed as GERN 312.

322 MYTH, DREAM, AND SYMBOL (4) FALL, SPRING

Exploration of the creative unconscious in individual growth. Myths, dreams, and symbols are explored from the standpoint of theory, symbolic work, art process, guided meditation, and group process. Approaches vary by instructor and may draw from texts by Jung, Campbell, Johnson, Hillman, Edinger, Singer, and others. Prerequisite: junior standing.

324 LEARNING MOMENTS (1)

A series of presentations from individuals from all areas of the University, focused on their own personal moments of significant learning. May be repeated once for credit. Cr/NC only.

326 SOCIAL PSYCHOLOGY (4) FALL, SPRING

Introduces relationships between self and society, including the formation and change of attitudes and values, intergroup and interpersonal dynamics and cultural influences on them. Topics include symbolic interactionism, personal and social identities, motivation, prejudice and the consequences of ethnicity, class, and gender. Cross-listed as SOC 326. Satisfies upper-division GE D1 (Individual and Society). Upper-division Psychology GE courses (PSY 302, PSY 303, and PSY 326) may be double-counted as upper-division GE units and as units for the Psychology major.

327 PSYCHOLOGY OF ORGANIZATIONS (4)

Exploration of the psychological factors that contribute to meaningful and satisfying work. Includes the application of psychological theories and principles to an analysis of issues and events in the workplace. Drawing on current research and theory, course topics include individual motivation; social perception; leadership and participation; group, intergroup, and system dynamics; conflict and conflict resolution; cooperation and group decision-making.

328 CROSS-CULTURAL PSYCHOLOGY (4)

An introduction to the field of multicultural psychology as it pertains to concepts, issues, professional practice, and research. Focus on self-exploration and understanding of one's worldview regarding race, ethnicity, culture, gender, sexual orientation, age, and disability. Students reflect on the psychological and social implications of prejudice, racism, oppression, and discrimination on identity development, and social justice issues in a multicultural society like the United States. Didactic and experiential in nature.

329 GROUP PROCESS (4)

The use of the small group as a basis for understanding the individual, the individual's relationship to others, and the individual in group behavior. Normally conducted as an experiential process group, with supplementary readings and written work. Prerequisite: junior standing. Cr/NC only.

335 NARRATIVE PSYCHOLOGY (4)

Storytelling and the storied nature of human experience, in research, counseling, therapy, and history. Uses methodology from psychology, literature, and other branches of the social sciences and humanities. Includes biography and autobiography, interview, and students' own oral and written narratives.

338 PSYCHOLOGY OF CREATIVITY (4)

The study of creative people, processes, and environments. Current and historical theory and research on creativity in personal and professional situations, humanities, science, business, education, and everyday life. Emphasis on individual and group projects.

342 THE PSYCHOLOGY OF MEDITATION (4)

An exploration of meditative practice as a means of developing awareness, self-growth, and psychological insight. Basic instruction in various meditation techniques, actual meditation practice, readings, and discussions of the psychodynamics of meditation. Cr/NC only.

352 PSYCHOLOGY OF YOGA (4)

Unification of mind and body through the practice of yoga. An introduction to the philosophy, literature, and practice of yoga. The course normally includes separate lecture and practice sessions. May be repeated once for credit.

358 HEALTH PSYCHOLOGY (4)

Focuses on the relationship between the body and the mind in physical health, psychological well-being, and personal growth. Students learn to critically evaluate empirical research reports and popular claims about mind-body practices; develop an individualized long-term mind-body practice that can be used to promote health, well-being, and personal growth; and apply psychological principles and strategies for helping others adopt and maintain health and wellness promoting mind-body practices.

360 PEAK PERFORMANCE PSYCHOLOGY

Focuses on developmental, social, and performance issues in sport, the performing arts, and other areas of life in which one is called to perform under pressure (public speaking, test-taking, etc.). Includes readings, discussions, presentations to peers, and participation in a mental skills training program that has been used by elite athletes, performing artists, and professionals from all walks of life to enhance their performance.

362 HUMAN SEXUALITY (4)

The biological, social, developmental (across the life span), behavioral, and cultural dimensions of human sexuality. Issues addressed include intimacy, sexual expression, gender identity, sexual education, sex and the media, and sexual practices across cultures.

380 INTRODUCTION TO PSYCHOLOGICAL RESEARCH METHODS (4) FALL

Introduces the variety of ways in which psychologists collect and evaluate research evidence. Includes a critical evaluation of major research methods in psychology and the social sciences. Exploration of different research methods including interviews, observation, surveys, and experimental design. Prerequisite: PSY 250.

398 STUDENT-INSTRUCTED COURSE (1-3)

Each student-instructed course is designed by an advanced undergraduate student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two Student-Instructed Courses may be credited toward the psychology major. Cr/NC only.

399 GRADUATE STUDENT-INSTRUCTED COURSE (1-3)

Each graduate student-instructed course is designed by a Psychology graduate student under the guidance of a faculty sponsor, and reflects the area of expertise of the student. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two Student-Instructed courses may be credited toward the psychology major.

404 PSYCHOLOGY OF WOMEN (4)

Examines women's development and women's place in the world from a psychological perspective. Material is drawn from contemporary research and thinking, longitudinal studies, case studies, personal narratives, and story. Prerequisite: junior standing. Cross-listed with WGS.

408 TRANSITIONS IN ADULT DEVELOPMENT (4) SPRING

Transitions are key events in adulthood because they require change. This course explores how women and men experience and shape the changes that occur as they mature socially and psychologically. Inquiry includes normative life cycle transitions as well as unexpected, unusual, or "off-time" transitions and develops understandings of how these transitions shape the development of an individual throughout adulthood and later life. Cross-listed as GERN 408. Prerequisite: junior standing.

409 SOCIAL AND EMOTIONAL DEVELOPMENT (4)

An overview of social-emotional development across the life span. Theory and research are assessed based on different theoretical models and approaches, including cross-cultural perspectives. Topics include: attachment, moral and personality development, social cognition, gender roles, identity, aggression, achievement, and emotions.

410 CHILD DEVELOPMENT (4)

Introduces students to the social-emotional, cognitive, language, biological, and physical development of children and adolescents. Students learn major developmental theories and current research as applied to relevant issues in today's society. The role that parents, teachers, communities, and cultures play in the healthy growth and development of children is emphasized. Prerequisites: PSY 250 and junior standing, or consent of instructor.

411 BEHAVIORAL AND EMOTIONAL PROBLEMS OF CHILDREN (3-4)

Study and observation of children with problems, and examination of the environments in which those problems occur. Major diagnostic categories for behavioral and emotional problems of childhood are covered. Prerequisite: junior standing.

412 ADOLESCENT PSYCHOLOGY (4) SPRING

An examination of the social, cognitive, and biological theories in adolescent development. Major developmental tasks of early, middle and late adolescence are covered. Material is drawn from research and personal interaction with adolescents. Prerequisite: junior standing.

418 PSYCHOLOGY OF THE FAMILY (4)

A study of the family as a social-psychological group. Considers family of origin, present families and relationships, and parenting. Prerequisite: junior standing.

421 PSYCHOLOGY OF AGING (4) FALL

Analysis of psychological development as a lifelong process. Examination of patterns of adult learning and ways to facilitate it. Exploration of the role of memory for learning and psychological functioning. Study of issues in mental health in adulthood and later life. Cross-listed as GERN 421. Prerequisite: junior standing.

422 LIVING AND DYING (4) SPRING

This course explores personal values and attitudes about life and death and seeks to understand them in relation to our own psychology and to the larger social context. Topics of separation and loss, loss as transformative process, the dying process, bereavement, suicide, homicide, mythology, and immortality will be addressed. Cross-listed as GERN 422.

423 COMMUNITY PSYCHOLOGY (4)

Examines community structure and processes in relation to human needs; organizing community action; and the role of the individual in social change. Theories and strategies of organizing, building alliances, and affecting legislation and policy are reviewed.

424 HUMAN SYSTEMS LEADERSHIP (3-4)

Designed to develop insight and skills related to the functioning of human, task-oriented organizations, this course uses social-psychological theory, phenomenologically based data, and a holistic, systems perspective. In field projects with community organizations, psychology majors gain practical experience and leadership skills for assisting human organizations to function more effectively and humanely.

425 ABNORMAL PSYCHOLOGY (4) FALL, SPRING

The study of the wide spectrum of mental disorders found in the DSM with applications for community mental health, psychotherapy, and other helping professions. Prerequisite: PSY 306 and junior standing, or consent of instructor.

428 INTRODUCTION TO COUNSELING (4) FALL, SPRING

An examination of the theories and practices of the counseling process. Various approaches are considered and methods for the development of component skills presented. Prerequisites: PSY 306 and junior standing, or consent of the instructor.

429 GESTALT PROCESS (4)

An experiential-didactic approach to the Gestalt process as developed by Fritz Perls and his associates. Includes contemporary additions to the process and varied approaches. May be repeated once for credit. Prerequisite: PSY 307, 329, or 428; or consent of instructor.

431 INTRODUCTION TO ART THERAPY (4) SPRING

An overview of the field of Art Therapy, its varied schools of thought, and different possibilities of application—from public school settings to mental hospitals. Information on graduate and professional training in the field. Prerequisite: junior standing.

432 GROUP WORK WITH OLDER ADULTS (4) SPRING

Introduction to the fundamentals of group work with older adults. Provides an overview of the phases of group development and basic skills and techniques for facilitating effective groups. Theoretical perspectives from sociology and psychology are used to examine how groups function, the value they have for older adults, and common themes in groups for older adults. Students travel to senior sites in the community to cofacilitate weekly, intergenerational dialogue groups. Service-learning course. Cross-listed as SOC 432 and GERN 432.

438 PSYCHOLOGICAL ASPECTS OF DISABILITY (4)

Designed to give participants a better understanding of the experience of people with disabilities and an awareness of how society regards them. The disabilities addressed include traumatic physical injuries, progressive diseases and conditions, mental retardation, alcoholism, and emotional disabilities. Appropriate for anyone interested in disability, whether for personal or professional reasons. Cross-listed as GERN 438.

440 COMMUNITY-BASED RESEARCH (4)

An overview of fundamental concepts, issues, and methods in community-based research and applied developmental psychology. Students design, implement, analyze data, and write the report of research projects following APA format. Research projects should meet ethical and professional standards so they can be submitted to appropriate conferences. Students become critical consumers of psychological research. Prerequisite: Math 165, PSY 380, or consent of instructor.

441 QUALITATIVE RESEARCH (4)

Introduces the principles and techniques of qualitative research that are relevant for designing and carrying out psychological research. Topics include phenomenology, action research, grounded theory, and discourse analysis. As a class, we design and conduct a qualitative research project. Prerequisite: PSY 380 or permission of instructor.

444 SOCIAL JUSTICE AND INTERGROUP RELATIONS (4)

Review of psychological research and theory about social justice and intergroup relations. Topics include the ways in which people define fairness and how these definitions shape personal and business relationships, environmental resource allocation, criminal justice practice, and international relations.

445 ADVANCED RESEARCH DESIGN AND ANALYSIS (4) SPRING

Locate and use relevant research and theory to plan, conduct, and interpret the results of a collaboratively designed quantitative research study. Topics include research ethics, experimental design, survey design, and tensions between applied and basic research. Prerequisite: PSY 380 or consent of the instructor. Corequisite: PSY 445L.

445L ADVANCED RESEARCH LABORATORY (2) SPRING

Complements PSY 445 by introducing and reviewing the statistical techniques used by psychologists to analyze quantitative data. Prerequisite: PSY 380 or consent of the instructor. Corequisite: PSY 445.

446 BEHAVIOR AND COGNITIVE CHANGE PROCESSES (3-4)

Classical and instrumental conditioning, desensitization, stimulus control and reinforcement, social learning, and cognitive mediation of emotion and behavior. Prerequisite: PSY 250.

447 LEARNING AND BEHAVIOR (3-4)

A study of the learning process including major theories of learning and cognition and their application to problem-solving behavior. Topics include types of conditioning, stimulus controls and reinforcement, social learning, and cognitive mediation of emotion and behavior. Prerequisite: PSY 250. Recommended: PSY 306.

448 COGNITIVE DEVELOPMENT (4)

Theories and research on cognition from infancy through adulthood. Major theorists include Piaget, Vygotsky, Sternberg, Fischer, Case, Bruner, and information-processing perspectives. Special topics include social cognition, theory of mind, concept formation, problem solving, memory, multiple intelligences, standardized testing, language, and cultural variations. Prerequisite: PSY 302 or 410.

450 PHYSIOLOGICAL PSYCHOLOGY (4)

A study of the relationship between physiological processes and behavior. Particular emphasis on the anatomy and physiology of the nervous system, the effects of metabolic processes, brain lesions, and various drugs on behavior.

451 NEURAL SCIENCE AND BIOPSYCHOLOGY (4-8)

A study of the human and mammalian brain, covering nerve cells and how they work, synapses, neurotransmitters, pharmacology, sexuality, neuroanatomy, neurophysiology, evolution, neuropathology, sleep, language, left brain and right brain, higher consciousness, and much more. Number of units varies depending upon semester/instructor.

451L NEURAL SCIENCE AND BIOPSYCHOLOGY LABORATORY (4)

Demonstrations and exercises that exemplify the methods and subject matter of neuroscience and biopsychology. Corequisite: PSY 451.

454 BIOFEEDBACK, SOMATICS, AND STRESS MANAGEMENT (4) FALL, SPRING

An introduction to biofeedback, somatic psychology, and stress management through the study of human psychophysiology and psychology. Development of familiarity with the burgeoning research and technology related to health and wellness.

459 INTERCULTURAL RESEARCH (4)

Ethnographic and archeological methods for the study of behavior and experience in diverse present and past cultures. This is a cross-listing of methodology classes taught by the anthropology faculty. May be repeated for credit.

461 PERSONALITY (4) FALL AND SPRING

Examination of theories and approaches used to conceptualize and understand the process and functioning of human personality. Prerequisite: junior standing.

462 SEMINAR IN HUMANISTIC AND EXISTENTIAL PSYCHOLOGY (4) FALL

Considers historical thinking in humanistic and existential psychology together with examination of contemporary directions. Focus is holistic, dealing with the whole person in relation to his or her environment, from relationships and the family to the community, larger organizations, and the natural environment. Prerequisite: PSY 306 and 307 or consent of instructor.

466 JUNGIAN PSYCHOLOGY (4) SPRING

Examination of Jung and contemporary Jungian thinkers. Examines developmental aspects of Jungian theory such as individuation, typology, the sacred, masculine and feminine development, and the transcendent function. Prerequisite: junior standing.

472 TRANSPERSONAL PSYCHOLOGY (4)

Surveys the psychological literature on spiritual, transcendent, and extra-ordinary experiences. Reviews roots of transpersonal psychology in ancient philosophies as well as current applications. Studies dualism and relationship, symbols of transformation, and doorways into the sacred from a psychological perspective.

481 RESEARCH INTERNSHIP (1-4)

Students learn applied research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major. Cr/NC only.

482 TEACHING INTERNSHIP (1-4)

Students learn the skills of organization and communication of psychological theory and research under the supervision of a faculty mentor. Prerequisites: PSY 306 and 307 and consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major. May be repeated once for credit. Cr/NC only.

483 ADVANCED TEACHING INTERNSHIP (1-4)

Advanced skills in teaching internship. Prerequisites: PSY 306 and 307 and consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major.

485 ECOPSYCHOLOGY (4)

Psychological aspects of our relationship to the Earth, including the psychological impact of living in a time of ecological crisis, and the role of psychology in promoting a transition to an ecologically sustainable society. Field trips to be arranged.

488 BIOFEEDBACK EXPERIENCE (1)

Participation in personal biofeedback sessions conducted by interns in the biofeedback training sequence. Interns are supervised by a qualified biofeedback practitioner.

489 APPLIED ECOPSYCHOLOGY (4)

Individual, group, and community practices for healing and deepening our connection with the Earth. Approaches include meditation in nature, wilderness-based rites of passage, sensory awareness practices, and seasonal celebrations. Field trips to be arranged. Cr/NC only.

490 PSYCHOLOGY SEMINAR (1-4)

Each semester one or more psychological topics are selected for study in depth. Consult Schedule of Classes for topics to be studied and current unit offering. May be repeated for credit.

493 NARRATIVE: THEORIES & METHODS (4) SPRING

Examines the role of narrative, or life storying, in human development research. Students develop a protocol, conduct research in the community using interview methodologies appropriate to the narrative perspective, analyze transcriptions for theoretical and life themes, and develop a final project based on the analysis of the data. Cross-listed as GERN 493.

494 COUNSELING EXPERIENCE (1) SPRING

Participation in personal counseling conducted by a graduate student in the Counseling M.A. program under the direct supervision of a Counseling Department faculty member. Students generate a written evaluation of the counseling experience. Students compile a weekly journal and write a summary essay. May be repeated once. Cr/NC only.

495 SPECIAL STUDY (1-4)

The Psychology Department encourages independent study as preparation and practice for lifelong self-directed learning. Students formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. These should be completed and filed during the add/drop period. Twelve units of special study and internship may be credited toward graduation. Prerequisite: upper-division psychology major or consent of instructor. Cr/NC only.

496 PSYCHOLOGY TUTORIAL (1-4)

Directed study of a selected psychological topic under the supervision of a faculty member. A plan of study must be developed in consultation with the faculty member prior to registration. Prerequisites: upper-division psychology major and consent of instructor. Cr/NC only.

497 INTERDISCIPLINARY SEMINAR (2-4)

Exploration of basic social problems. Resource persons from other disciplines may participate. Themes and topics vary. May be repeated for credit.

499 INTERNSHIP (1-4)

Supervised training and experience for advanced students in community agencies throughout the University service area. Special contracts are required and are obtainable either in the department office or the Center for Field Experience. Internship assignments may be paid. Priority is given to students who apply during the last month of the preceding semester. Students register for PSY 499 before or during the add/drop period. Prerequisite: consent of instructor. Cr/NC only. A maximum of 12 units of special study and internship credit may be applied to the psychology major. No more than 4 units of PSY 499 may be earned in one semester.

Graduate Courses

500 SOCIAL AND PSYCHOLOGICAL ISSUES IN AGING (3-4)

Selected issues provide exploration of relationships between psychological and social development in later life. Developmental historical, cultural, psychological, and policy perspectives may be offered. Consult Schedule of Classes for specific topic. Cross-listed as GERN 500. Prerequisite: graduate standing or permission of instructor.

510 PROFESSIONAL PRACTICE IN ORGANIZATION DEVELOPMENT (2-4)

Advanced theory and practice of organization and human system development. Limited to students in the second year of the Organization Development program.

511AB THEORIES OF DEPTH PSYCHOLOGY (2-4)

A two-semester sequence that examines Jungian, depth, and archetypal psychology. Readings include Jung, Edinger, Hillman, and post-Jungians. Limited to students in the Depth Psychology program.

512 DIDACTIC INSTRUCTION (1-4)

Didactic/lecture/lecture-discussion instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

513 FACILITATION AND TRAINING (3-4)

Theories of adult development, learning styles, and experience-based training. In-class practice in assessing needs, defining objectives, designing and planning training experiences, presentation methods and skills, and evaluating outcomes. Students apply emerging methods for managing meetings and facilitating groups for effective planning, problemsolving, and communication. Limited to students in the Organization Development program.

514 ORGANIZATION AND TEAM DEVELOPMENT (3-4)

Contributions of systems theory and organization development practice for guiding constructive change and self-renewal in groups, organizations, and communities. Students integrate theory and practice of process-oriented leadership and consultation, in the context of a supervised field experience with an actual organization. Prerequisite: PSY 513.

515 PSYCHOLOGICAL WRITING SEMINAR: ADVANCED (1-4)

Advanced instruction in the analysis, organization, style, and content of psychological writing, including personal explorations, and presentation(s) and critique of thesis. Prerequisite: PSY 599 or concurrent enrollment in PSY 599. Cr/NC only.

518 LARGE GROUP INTERVENTIONS (2-4)

Concepts and methods for working with whole systems and for using large group interventions to facilitate desired change toward shared goals. Topics may include future search conferencing, dialogue, open space methods, and participative redesign. Open only to students in the Organization Development Program.

520ABC ART THERAPY PRINCIPLES (1-3)

Surveys psychological theories, techniques, and interventions essential to the practice of Art Therapy. Students gain conceptual and experiential understanding of the interface of creativity and imagination with contemporary Western knowledge and indigenous knowing. Addresses standards and ethics of Art Therapy. Limited to students in the Art Therapy Program. Course may be repeated for credit.

521 SEMINAR (1-4)

Seminar instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

530AB SEMINAR IN INTERPERSONAL PROCESS (1-4)

A two-semester sequence in which students apply their knowledge of depth psychology to group process. Students read selected theorists and practitioners, as well as participate in group process interactions within the class. Limited to students in the Depth Psychology program.

533ABC GROUP DYNAMICS IN ORGANIZATION DEVELOPMENT (1-3)

Experiential and conceptual study of group and interpersonal interaction processes, with an emphasis on the unfolding dynamics within the class group itself. Interpersonal feedback in the service of personal and professional development. Developmental models of group behavior. Intervention and facilitation methods and skills. Limited to students in the Organization Development Program. (Two semesters.)

541 PROFESSIONAL TRAINING (1-4)

Supervised professional training in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

542AB METHODS AND APPLICATIONS OF DEPTH PSYCHOLOGY (3-4)

A two-semester sequence that surveys the methods and applications used in depth psychological work. Students learn how the symbol contains, mediates, and expresses personal experience, and learn the methods associated with depth

inquiry. Intensive work with different art forms, dreams, myth, meditation, active imagination, and the body. Students learn conceptual approaches for interpreting symbolic experience. Theory and practice are integrated throughout the course. Limited to students in the Depth Psychology program.

543AB CROSS-CULTURAL MYTHOLOGY AND SYMBOLISM (1-4)

A two-semester sequence that surveys selected mythological, religious, artistic, and cultural symbolic motifs and examines their expression in cultures throughout the world. Earth-based healing traditions and the council process are included. Readings are drawn from depth psychology, mythology, folklore, anthropology, ecopsychology, religion, and art history. Limited to students in the Depth Psychology program.

544 QUALITATIVE RESEARCH IN ORGANIZATIONS (1-2)

This course introduces the principles and techniques of qualitative research that are relevant for designing and carrying out research in organizations. Topics may include phenomenology, action research, social construction, grounded theory, and discourse analysis. The course goal is to facilitate the design, analysis, and reporting of research projects relevant to the practice of organization development. Open to students in the Organization Development program only.

545ABC ART THERAPY PRACTICES (1-3)

Introductory studies in the use of various art therapy practices, techniques, and interventions to develop in-depth personal knowledge and professional expertise in the application of Art Therapy theories and practices with others. Limited to students in the Art Therapy Program. Course may be repeated for credit.

546 PROFESSIONAL WORKSHOP (1-4)

Professional workshop in the area indicated on the transcript evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

547ABC ADVANCED ART THERAPY PRACTICES (1-3)

Advanced studies in the use of various art therapy practices, techniques, and interventions to develop in-depth personal knowledge and professional expertise in the application of Art Therapy theories and practices with others. Limited to students in the Art Therapy Program. Course may be repeated for credit.

550ABC ART THERAPY APPLICATIONS (1-3)

Studies to integrate Art Therapy principles and approaches with a variety of populations and settings where Art Therapy is commonly applied. Specific applications focus on children, adolescents, and adults; issues of standards and ethics; diversity and multiculturalism. Relevant professional issues in the practice of Art Therapy are addressed. Limited to students in the Art Therapy Program. Course may be repeated for credit.

551 DIRECTED READING (1-4)

Directed reading in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

552ABC ADVANCED ART THERAPY APPLICATIONS (1-3)

Advanced studies to integrate Art Therapy principles and approaches with a variety of populations and settings where Art Therapy is commonly applied. Specific applications may include families, groups, special populations, issues of diversity, and others. Limited to students in the Art Therapy Program. Course may be repeated for credit.

554 ORGANIZATIONAL SYSTEMS INQUIRY (3-4)

Study of human systems and organizations based on core and emerging theories and research. Emphasis on application of systemic perspectives for understanding the functioning and dynamics of organizations, including structure, culture, technology, leadership, environment, and change. Limited to students in the Organization Development program.

555 INTEGRATED STUDY (1-4)

Integrated study incorporating a variety of modalities in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

556 SOCIOTECHNIC SYSTEMS REDESIGN (2-4)

A seminar in the design or redesign of work organizations to increase productive effectiveness while enhancing the quality of the human work experience. Emphasis on the application of systems concepts and methods for understanding and jointly optimizing the social and technical aspects of work environments. Both classical and emerging models for addressing whole system change are considered. Prerequisite: PSY 554. Limited to students in the Organization Development program.

557 HUMAN SYSTEMS REDESIGN (2-4)

The social construction of meaning in the context of interrelated human systems, including individuals, relationships, teams, families, organizations, communities, and the global society. This course considers analytical perspectives as well as their application to the practice of change facilitation and leadership. Open only to students in the Organization Development program.

558 HUMAN SYSTEMS AND SOCIAL CHANGE (4)

The "human systems" perspective in the context of an information and communications society, as developed by general systems theory, organization development, and humanistic-transpersonal psychology. Organizational and societal leadership are explored from perspectives of values, organizational dynamics, and cultural/economic/ecological systems.

560 PROFESSIONAL WORKSHOP (1-4)

Each semester a particular problem or methodology will be selected for study in depth, such as Gestalt Therapy or Wilderness Leadership, with the aim of developing professional capacity in the area studied. Consult Schedule of Classes for current topic. May be repeated for credit.

561 RESEARCH METHODS (1-4)

Apprenticeship in qualitative and/or quantitative research methods, as indicated, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

562ABC ART THERAPY RESEARCH (1-4)

Students learn fundamental approaches to research in Art Therapy. Focus is on qualitative and phenomenological data collection, observational and process-writing skills, and creating a project applicable to final investigative project. Limited to students in the Art Therapy Program. Course may be repeated for credit.

566 BIOFEEDBACK PRACTICUM (2-4)

Develops proficiency in the use of biofeedback equipment through simulated training sessions and supervised actual biofeedback training sessions. Case presentation format is used for discussion of issues that emerge in the student's clinical experience. Prerequisite: PSY 454.

570 DIRECTED FIELD EXPERIENCE (1-6)

Internship arranged at an approved college, school, hospital, clinic, or community group. Regularly scheduled individual and group meetings with Psychology Department faculty for consultation regarding field experiences. Prerequisite: consent of instructor.

571 PRACTICUM (1-4)

Training and applied skill development in area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

572AB INTERNSHIP IN ORGANIZATION DEVELOPMENT (2-4)

Supervised practical experience applying organization development concepts and methods in business, nonprofit organizations, and community settings. (Two Semesters.) Limited to students in the Organization Development program only.

573 INTERNSHIP IN BIOFEEDBACK (1-4)

Internship is practical experience using biofeedback equipment during supervised biofeedback training sessions. Available for letter grade only. Prerequisites: PSY 454 and PSY 566.

574ABC INTERNSHIP IN ART THERAPY (1-4)

Students will engage in a supervised professional field placement setting where art therapy practices may be applied to various child and adult populations. The internship experience continues at more advanced levels over three semesters. The actual course title is Art Therapy Internship I, II, and III.

575 RESEARCH SEMINAR (1-4)

Exploration of depth inquiry and qualitative research approaches to understanding personal experience. Students learn techniques in depth processes, interviewing, and organic inquiry. Emphasis is on stimulation of students' individual research interests, and the design, implementation, and completion of an individual research study.

576 SEMINAR IN DEPTH PSYCHOLOGY (1-5)

Selected topics in the field of Depth Psychology. Open to Depth Psychology students only.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their master's thesis or investigative project who have otherwise completed all graduate course work toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

580 SEMINAR IN TEACHING PSYCHOLOGY (1-4)

Discussion of theory, methods, and materials of teaching psychology. Customary emphasis is on undergraduate college instruction, but may vary according to the needs and interests of participants. Prerequisite: consent of instructor.

581 INTERNSHIP (1-6)

Field experience in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

582 PRACTICUM: TEACHING COLLEGE PSYCHOLOGY (1-4)

Practical experience of supervised teaching in a college psychology classroom. Prerequisite: consent of instructor.

583 GRADUATE RESEARCH ASSISTANT (1-4)

Students learn advanced research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. A maximum of 15 units of thesis, special study, and internship credit may be applied to the M.A. in Psychology.

595 SPECIAL STUDIES FOR GRADUATE STUDENTS (1-4)

Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. Prerequisite: graduate standing and consent of instructor. Cr/NC only.

596 GRADUATE TUTORIAL (1-4)

Seminar in selected topics. Consult semester class schedule for current offerings.

599 INVESTIGATIVE PROJECT/THESIS (1-3)

Students develop and document individual final projects which demonstrate special mastery within the field of Art Therapy/the creative arts therapies.

599AB MASTER'S THESIS: PROJECT (1-3)

A master's thesis or investigative project is developed by the student, supervised by a Psychology Department faculty member, and approved by the student's graduate committee. Prerequisite: consent from instructor is necessary for enrollment.