

# Catalog Home

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Pasadena, CA 91103**

Effective May 8th, 2023

## President's Welcome

Dear Saybrook Students,

Welcome to Saybrook University! I am Nathan Long, President of the University. This updated 2023-2024 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

## About Saybrook

## General Information

Saybrook University is headquartered in Pasadena, CA.

Saybrook University Headquarters  
55 W. Eureka Street  
Pasadena, CA 91103

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www.saybrook.edu

Saybrook University's main campus in California offers entirely online and hybrid online certificate and degree programs supplemented with residential conferences. At the beginning of each semester, Saybrook students, faculty, and staff in the hybrid online programs gather for a unique five-day event with class sessions, seminars, workshops, and intensives in Pasadena, California.

During the remaining part of the semester, class sessions are conducted online.

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.

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## **Mission Statement**

Saybrook University relentlessly pursues a socially just, sustainable world by educating humanistic leaders who transform their fields and communities.

## **History**

Saybrook University is a private, not-for-profit institution offering graduate degrees and post-graduate professional development certificates in the field of psychology, clinical psychology, counseling, organizational leadership and management, transformative social change, mind-body medicine, coaching integrative health and nutrition, and psychophysiology. Originally founded in 1970 as the Humanistic Psychology Institute within Sonoma State University (SSU), Saybrook University is a product of the idealistic aspirations of Abraham Maslow, Rollo May, Carl Rogers, and other late 1960's psychologists. These innovative clinicians and thinkers were instrumental in developing a humanistic vision focused on the potential to live full and meaningful lives as individuals and creative community members. In 1974, Saybrook separated from SSU and was established as an independent educational institution offering primarily classes in psychology and, human science. The Humanistic Psychology Institute was renamed The Saybrook Graduate Institute and Research Center and achieved regional accreditation from WASC in 1984. Over the years, the programs remained largely intact with slight variations made to the residential conference and curriculum delivery. Renamed as Saybrook University in 2009, the president at the time charted a new vision for the future, outlining his concept of a humanistic university that housed several colleges with innovative academic programs. Beginning in 2009, these new programs grew to include mind body medicine, clinical psychology, leadership, and counseling. From the beginning, Saybrook has provided a hybrid form of education, including a combination of face-to-face residential gatherings, written papers, dialogues and audiovisual conference calls. Currently, Saybrook offers an at-a-distance, learning-centered environment devoid of geographic limitations for non-traditional students and life-long learners interested in advanced graduate studies.

## **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.

## Scholarship in Action

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 students 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.

## Institutional Learning Outcomes

Our instructional values are deeply embodied in humanistic psychology, which as a discipline provides a holistic view of the world. Saybrook content focuses on the whole person, including living compassionately and sustainably, the human elements of healing, humane organizations, spirituality, coaching, community co-creation, transformative social and action-oriented dialogue. To this end, the faculty created the Institutional Learning Outcomes (ILOs) to reflect our mission, values, and the overarching goals of our curricula. The ILOs are as follows:

1. Leaders for life enhancing change who interpret and hold multiple ideas.
2. Self-reflective scholars/practitioners who differentiate themselves as they practice humanistic values in their professions.
3. Systems thinkers who move beyond disciplinary and paradigmatic boundaries to discover and initiate research and practice.
4. Professionals who place their work within an expanded geopolitical, temporal and socio-environmental context integrating core humanistic values.

5. Persons who experience and display intra- and interpersonal authenticity and compassion and demonstrate a commitment to ethical practice, as evidenced by their ability to revise judgments and change behavior in light of new evidence.

## **Faculty Qualifications and Engagement**

Saybrook University is proud to be a community of creative, compassionate innovators dedicated to pursuing new ways of thinking and doing for our professions, organizations, and communities. Saybrook faculty are expected to foster critical thinking and high-level engagement with students as well as collaborate with colleagues on course development, syllabus revisions, and student engagement activities. The biographies and qualifications of faculty members are available in the Faculty Directory at [www.saybrook.edu/faculty](http://www.saybrook.edu/faculty).

## **Learning Models**

At Saybrook University we commit ourselves to scholarship and research in addressing critical human issues.

Saybrook students undertake rigorous analysis and development of their ideas in search of new synergies and insights. Often this takes them outside of conventional wisdom. We encourage students to ask questions that push boundaries 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 is key to addressing many of the most complex problems of our time, and we encourage our students 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, students 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 uses a high touch point approach to the acceptance and integration of these elements into our teaching culture. Through this high touchpoint 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.

## **Admissions and Enrollment Policies**

### **Rolling Admissions**

Under our rolling admissions plan, Saybrook accepts applications year-round for multiple upcoming terms. We notify applicants of admission decisions a few weeks after we receive **all the materials required to complete an application**.

To complete an application,

- Select the program of interest from the list on our Areas of Study. Applicants can apply for only one program at a time.
- Complete the online application form.
- Submit the application fee.
- Upload the necessary application materials (transcripts, references, writing sample, personal statement, resume, etc.) through the student portal
- We recommend completion of the FAFSA application for Financial Aid at the same time the application is complete.

## 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

## Admission Requirements

Ability-to-benefit students are ineligible for admission to Saybrook because they do not have the required bachelor's degree.

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 DBA requires a master's in business administration, management, public or non-profit management, JD, LLM, or other degree demonstrating exposure to leadership and organizational systems; the degree must be awarded by a nationally accredited institution, or an appropriately certified non-U.S. based institution.

Application for a PhD also requires a master's degree from Saybrook or another regionally-accredited college. Exceptions are made for the following programs:

PhD Clinical Psychology - students applying to the PhD Clinical Psychology program may apply with a completed BA or BS from a regionally accredited college or university. A bachelor's degree in Psychology or a related discipline is recommended, however, non-Psychology majors will be considered for admission.

PhD IFN - students interested in applying for the PhD Integrative and Functional Nutrition (IFN) but lack a master's degree may apply to and enter directly into the MS to PhD Pathway in IFN. These students will take a course sequence that meets the course and credit requirements for the MS IFN while they are pursuing the PhD in IFN.

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

## 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. Program specific admissions requirements are located in the Academic Program sections of this catalog.

## Qualifying Degree Requirement for all Graduate Admission

All new students are required to submit documentation of the qualifying degree for the program they are admitted to by the Add/Drop deadline. Students will not be eligible for financial aid until acceptable documentation of the qualifying degree has been received.

Acceptable forms of documentation to satisfy the Qualifying Degree Conferral requirement are:

- Official transcript showing qualifying degree conferral with a degree conferral date prior to the semester start date that the student intends to start
- **International Students Only:** An official or unofficial transcript evaluation of an international transcript from a NACES approved evaluation service showing degree completion with date conferred and degree earned, along with US equivalency

If a student is unable to provide official documentation notating their qualifying degree conferral, they will be granted an extension to submit their official transcript if they are able to provide sufficient documentation by the Add/Drop deadline. Acceptable documentation includes:

- Unofficial transcript showing qualifying degree conferral with a degree conferral date prior to the semester start date that the student intends to start OR
- A letter from the qualifying degree granting institution's Office of the Registrar on school letterhead that includes the specific conferral date, degree level, and name of the degree conferred with a degree conferral date prior to the semester start date that the student intends to start

Once either of these documents are received, students will become eligible to receive Financial Aid. An extension allows a student to submit their official degree qualifying documentation up until the end of their first semester. Students who are unable to submit extension documentation by the Add/Drop deadline will be administratively withdrawn. Students who have been granted an extension but do not submit official documentation by the end of their first semester will be administratively withdrawn.

## Provisional Admission

Certain programs allow students who do not fully meet admission requirements to be admitted provisionally. Each program's provisional admission guidelines are listed below. If a program is not listed, the department does not have allow provisional admission.

Applied Psychophysiology

Applicants who fail to meet the identified program standards for academic integrity, academic writing, GPA, and/or professional communications may be admitted provisionally for a specified period [e.g., one semester, two semesters, or one year] and/or specified credits. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline. Failure to achieve the identified standards/expectations [e.g., acceptable academic integrity, adequate academic writing, a minimum GPA of 3.0, pass all courses with a B or above, and utilize appropriate professional communications] within the identified time period [e.g., one semester, two semesters, or one year] and/or specified credits will result in dismissal. Students admitted provisionally cannot appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter.

#### Clinical Psychology

Applicants who fail to meet the identified standards of the program [e.g., adequate academic performance/stamina and/or effective interpersonal skills] may be admitted provisionally for a period of one (1) Semester. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline. Failure to achieve successful completion of all enrolled courses [credit or letter grade of B+ or better] and self-assessment process within the first Semester of attendance will result in dismissal. Students admitted provisionally cannot appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter.

#### **Business Administration and Leadership & Management**

Applicants who failed to meet the identified standards of the minimum cumulative GPA of 3.0 reflected in undergraduate and graduate transcripts may be admitted provisionally for a period of two semesters. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline. Failure to achieve a minimum GPA of 3.0 on a 4.0 scale within the first two semesters of attendance will result in dismissal. Students admitted provisionally may appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter. The appeal involves a letter to the Department Chair, which is reviewed by the Chair and College Dean and must be received within thirty (30) business days of formal notification of dismissal. Decisions of the appeals petition in such cases are final.

#### Integrative and Functional Nutrition

Applicants who fail to meet the identified program standards for academic integrity, academic writing, GPA, and/or professional communications may be admitted provisionally for a specified period [e.g., one semester, two semesters, or one year] and/or specified credits. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline. Failure to achieve the identified standards/expectations [e.g., acceptable academic integrity, adequate academic writing, a minimum GPA of 3.0, pass all courses with a B or above, and utilize appropriate professional communications] within the identified time period [e.g., one semester, two semesters, or one year] and/or specified credits will result in dismissal. Students admitted provisionally cannot appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter.

#### **Integrative Social Work**

Applicants who fail to meet the identified program standards for academic integrity, academic writing, GPA, and/or professional communications may be admitted provisionally for a specified period [e.g., one semester, two semesters, or one year] and/or specified credits. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline. Failure to achieve the identified standards/expectations [e.g., acceptable academic integrity, adequate academic writing, a minimum GPA of 3.0, pass all courses with a B or above, and utilize appropriate professional communications] within the identified time period [e.g., one semester, two semesters, or one year] and/or specified credits will result in dismissal. Students admitted provisionally cannot appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter.

#### Mind-Body Medicine

Applicants who fail to meet the identified program standards for academic integrity, academic writing, GPA, and/or professional communications may be admitted provisionally for a specified period [e.g., one semester, two semesters,

or one year] and/or specified credits. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline. Failure to achieve the identified standards/expectations [e.g., acceptable academic integrity, adequate academic writing, a minimum GPA of 3.0, pass all courses with a B or above, or appropriate professional communications] within the identified time period [e.g., one semester, two semesters, or one year] and/or specified credits will result in dismissal. Students admitted provisionally cannot appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter.

#### Psychology (non-Clinical)

Applicants who have not achieved a consistent grade of "Credit" or a grade of "B" for all courses of their prior undergraduate or graduate program may be admitted provisionally for a period of two (2) semesters. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline. Failure to maintain a consistent grade of "Credit" or "B" (when letter grades are requested) or to demonstrate Psychology Department standards of professional behavior and communication within the first two semesters of attendance will result in dismissal. Students admitted provisionally cannot appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter. Additionally, provisionally admitted students may be asked to take an academic writing course offered by Saybrook University.

#### Transformative Social Change

Applicants who fail to meet identified standards [minimum cumulative GPA of 3.0 on a 4.0 scale, strong letters of recommendation, match of applicant goals, and capacities to program] for admission to the program may be admitted provisionally for a period of two (2) semesters. Applicants under consideration for provisional admission must submit a writing sample to be reviewed as an element of the admissions process, in addition to other admissions materials. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline.

Failure to achieve satisfactory progress within the identified deadline will result in dismissal. If students who are admitted provisionally fail to meet the conditions identified in their acceptance letter, they may appeal dismissal from the program. The appeal involves a letter to the Department Chair, which is reviewed by the Chair and College Dean and must be received within thirty (30) business days of formal notification of dismissal. Decisions of the appeals petition in such cases are final. Dismissed students are eligible to reapply to the program after eighteen (18) months.

## **Readmission**

Students withdrawn from Saybrook for 365 days or more must formally apply for readmission. Students who have been withdrawn for less than 365 days may contact the Office of the Registrar (or their Academic Advisor) 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 an acceptable plan for remedying any academic deficiencies has been considered and approved by Saybrook. In addition, withdrawn students can only be considered after all their financial obligations have been met. 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. More specifically, they may be required to attend the Residential Orientation.

Readmitted students who have been withdrawn for 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.

## **Student-at-Large**

A student-at-large (SAL) is a non-matriculating student (i.e. is not seeking a degree or credential) allowed to enroll in courses at Saybrook University. A student-at-large may register for courses during open registration on a space availability basis after completing the Student-At-Large Application available from the Office of the Registrar.

A student-at-large must meet all the prerequisites published in the catalog for enrollment in a course and must receive departmental approval prior to registration.

A student-at-large must adhere to all policies as listed in the Saybrook Academic Catalog and Student Handbook including the Student Code of Conduct.

A student-at-large may enroll in up to six (6) credits without being officially admitted to a degree program at Saybrook University. A student-at-large who wishes to enroll in more than 6 credit hours must have written approval from the affiliated Department Chair(s).

If a student-at-large applies for admission to Saybrook University, courses taken as a student-at-large will be reviewed according to the degree requirements in the current Catalog at the time of his or her formal admission into the degree program. If admitted to a degree program, an official evaluation will be completed to determine which program requirements have been met. There is no guarantee that such courses taken as a student-at-large will be accepted toward meeting degree program requirements.

A student-at-large enrollment does not qualify for full time or half time enrollment status. A SAL is not eligible for financial aid.

A student-at-large application may be obtained from the Office of the Registrar ([registrar@saybrook.edu](mailto:registrar@saybrook.edu)).

There is a \$25 application fee for non-alumni. Saybrook alumni do not have to pay the application fee.

## **International Applicants**

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.

Instruction at Saybrook is conducted in the English language. International applicants that indicate English is not their primary language must demonstrate English language proficiency as outlined in the International Degree Requirements. Saybrook does not offer English language services or instruction such as ESL.

## **Visa Options for Study**

Saybrook is approved to issue certificate of eligibility (I-20) for students accepted to Master of Science (MS) in Mind Body Medicine and Doctor of Philosophy (PhD) in Mind Body Medicine. The F-1 non-immigrant student visa is valid only for the duration of the Residential Conference. For all other programs, students who do not require sponsorship

for an F-1 student visa and are eligible for study in the United States are welcome to apply to programs offered by Saybrook.

Our goal is to be an active part of your Saybrook experience, and to support you in many ways. Our Global Enrollment Specialists are available to you to discuss important visa matters and details on how to manage your immigration status. Additionally, if you are considering study in another visa status other than F-1, our Global Enrollment Specialists in International Admissions are available to assist you in your navigation of your visa's eligibility for study in the U.S.

Please note that U.S. immigration regulations stipulate that individuals in the United States on a "B" non-immigrant (both B-1 visitors for business and B-2 visitors for pleasure) are prohibited from enrolling in a degree program.

## International Degree Requirements

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

1. 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
2. Minimum scores required are:
  1. 79 iBT TOEFL/550 PBT TOEFL
  2. 6.5 IELTS

English Language Exam may be waived:

1. 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)
2. 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:

1. 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.
2. 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 Director of Admissions 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 Director of Admissions 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](http://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 not be eligible for course registration in subsequent semester, which will have an impact on students on international student visas to maintain status.

## **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.

## **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  
203 N. La Salle, Suite 1900  
Chicago, IL 60601

### **Standardized Testing**

The Graduate Record Exam (GRE) and the Miller Analogies Test (MAT) are 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 degree Department Chair. Transfer credit will be applied towards courses in a student's degree program as specified by the Department. Transfer course credits do not affect the minimum number of credits required for the degree. Information on transfer credit criteria by degree program is available in the Academic Programs section in this Catalog.

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 should be sure to review their Transfer Credit Evaluation once it has been sent to them by the Registrar's Office and should contact the Registrar if they have questions. Students have the option to request removal of any transferred credits prior to the end of their second semester at Saybrook University. We recommend that students check with their Department Chair prior to requesting credit be removed. Once removed, the update is permanent and transfer credits may not be reinstated.

Students who change degree programs will have their transfer credit evaluated again by the Department Chair of the new program. Transfer credit awarded is not guaranteed to apply to the new program. Please refer to the Program Change policy section of this catalog for additional information on changing degree programs.

Degree Program	Maximum Transfer Credit Hours	Age of transfer credit in calendar years
<b>CSS Degree Programs</b>		
MA Counseling	9	5
MA Psychology	6	7
MA Transformative Social Change	6	7
MBA	9	10
PhD Clinical Psychology	15	5

PhD Counselor Education & Supervision	9	5
PhD Managing Organizational Systems	12	10
PhD Transformative Social Change	12	7
PhD Psychology	12	7
DBA	12	10
<b>CIMHS Degree Programs</b>		
MS Integrative & Functional Nutrition	6	10
MS Mind-Body Medicine	3	10
MS Psychophysiology	3	10
PhD Applied Psychophysiology	9	10
PhD Integrative & Functional Nutrition	9	10
PhD Integrative Social Work	9	10
PhD Mind-Body Medicine	9	10

As a general rule, Saybrook does not accept credit or offer academic credit in the following situations (but is not limited to):

- 1) Prior experiential learning
- 2) Institutions that do not have Regional or National accreditation
- 3) Service in the Armed forces
- 4) Paid or unpaid employment
- 5) or other demonstrated competency or learning

Note: Some programs may allow credit for prior experiential learning. Please see the appropriate program section of the catalog for additional information or contact the Department Chair or Specialization Coordinator for additional information.

## Transfer Credit Policy Exceptions

In some cases, maximum transfer credit allowance may be accepted to accommodate prospective students enrolled at other institutions that are facing extenuating circumstances such as the loss of regional accreditation or campus closure. Prospective students adversely affected by such circumstances may be eligible for transfer into a comparable Saybrook program.

For some applicants, transfer credit will be granted for training hours in specified areas. This will apply only for training from organizations pre-approved after Saybrook University has conducted a review of their curriculum and established an articulation agreement.

If transfer credit is not available, but a course waiver or course equivalency may be more applicable, students may request that their degree requirement be met by another course requirement. This is facilitated by the Course Waiver/Substitution Form, which must be approved by their Department Chair (note: not all departments allow substitutions). Course Waivers/Substitutions must indicate the degree course requirement to be replaced, and the new course it will be replaced with. The new course should be of equal or higher credit value than the original course requirement. This policy is not meant to facilitate waivers/substitutions of non-course degree requirements.

## Transferring Credits to Other Institutions

"The transferability of credits earned at Saybrook University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Saybrook University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Saybrook University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Saybrook University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned."

## Course Equivalencies

It is expected that a matriculated student will fulfill all degree requirements through courses offered at Saybrook University. The course equivalency process provides an opportunity for a student in a master or doctoral program to have course content completed at another institution applied to a Saybrook degree program. To be considered for equivalency, all courses must be completed before matriculation at Saybrook.

A waiver of a required course met by equivalency does not reduce the overall credit hour total of the degree. A student who waives a course must replace the credit hours with other Saybrook courses appropriate to the course of study.

Not all programs permit course equivalencies. Please consult with your degree Department Chair for more information.

Course equivalency is subject to the following conditions:

1. Credit hours must have been earned from a recognized, regionally accredited degree-granting institution.
2. Course grade is a "B" or higher. Courses which carry Pass/Fail or Credit/No Credit grades are not eligible.
3. Course is at or above the equivalent degree level.
4. Course content is substantially equivalent to requested course.
5. Equivalency is not granted for clinical practicum, internship, thesis, or dissertation courses.
6. No credit hours will be waived for coursework that does not meet the degree programs calendar age limit requirement.

Course equivalency requests must be made before the start of the semester. The decision to grant a waiver by means of equivalency rests solely with Saybrook University. Should an approved course equivalency result in a schedule change after the Add/Drop deadline, the student will be held to the refund schedule.

## **CIMHS Course Waiver**

Students who can document expertise, training, and professional experience covering the content of a required CIMHS course, and who do not have a graduate course qualifying for transfer, will be allowed to waive the required course. However, they will not receive transfer course credit and must choose another course as a substitute. Students must present the documentation of relevant expertise, training, and knowledge to their academic advisor and their Department Chair for approval.

## **M.S. and Ph.D. in Integrative & Functional Nutrition - Advanced Standing for Registered Dietitians**

Students who hold the credential of Registered Dietitian (RD) through the Commission on Dietetic Registration are eligible for Advanced Standing and will receive a 6-credit reduction from the course requirements for the M.S. in Integrative and Functional Nutrition program or a 9-credit reduction from the course requirements for the Ph.D. in Integrative and Functional Nutrition program. This is the maximum credit reduction allowance for these programs. Credit reduction will occur through the removal of required or elective courses and will be determined on an individual basis by the department chair or faculty advisor. Students receiving this credit reduction are not eligible to receive transfer credit in addition to the credit reduction. Students must provide proof of RD credential.

## **Articulation Agreements**

Prospective students interested in programs at Saybrook University may be eligible to be admitted through an established Academic Partnership. Saybrook University has partnered with educational enterprises, academic institutions, and community partners to create pathways to select programs.

General information regarding each academic partnership can be found [HERE](#). For more specific information about the available opportunities, please contact admissions at 888.308.0032 or [admissions@saybrook.edu](mailto:admissions@saybrook.edu).

## **Student Accounts and Financial Aid Policies**

## **Saybrook University Standard Tuition and Fees**

Current tuition and fees for all programs, may be found on the Saybrook University website at <http://www.saybrook.edu/tuition-and-fees>, and incorporated into the Academic Catalog by this reference. 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 or receive 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

Financial aid is funding in the form of grants, loans, scholarships, and/or student employment that is used to pay tuition, fees, housing, meals, and other school-related expenses. Saybrook University is a participating institution approved by the US Department of Education to offer Title IV Federal Student Aid.

A course is eligible for financial aid only if it meets a degree requirement as published in the Academic Catalog. Individual courses and graduate certificates completed outside of an academic degree program are ineligible for federal aid.

The Office of Financial Aid's policies and procedures are subject to change based on federal regulations and guidelines or interpretations thereof. Changes will be published in the academic catalog. It is the student's responsibility to remain informed of all changes. The Office of Financial Aid adheres to the guidelines of ethical conduct developed by the National Association of Student Financial Aid Administrators (NASFAA).

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.

## Loan Repayment

If a student obtains a loan to pay for an educational program, the student will have the responsibility to pay the full amount of the loan plus interest, less the amount of any refund. If a student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is in good standing.

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

## 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)

### Available Payment Plans

**Payment in Full:** Friday of the first week of the term

**Installment Plan:** 3-4 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, contact the Student Accounts Office:**

[Studentaccounts@saybrook.edu](mailto:Studentaccounts@saybrook.edu)

## Refunds 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 or an Academic Advisor or by submission of a Withdrawal Request through the Academic Portal.

The date of receipt of written notice of withdrawal by the Registrar's Office or the date of submission through the portal (whichever is earlier) determines the amount of tuition charges potentially eligible for a prorated refund.

Tuition refunds will be calculated on a pro-rated basis respective to 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 and applicable fees, if they notify the Registrar's Office in writing or through the Academic Portal that they are withdrawing from the program **prior to the end of the Add/Drop period**.

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.

## Military Refund Policy

U.S. Military personnel, U.S. Military Reservists, or National Guard members who are called into service and, as a result, are unable meet academic requirements prior to the completion of the term/semester will be entitled to receive a full refund of tuition and fees. This policy applies whether the call to service is voluntarily or involuntarily, but it does include active service for training. This same consideration may be available to spouses and dependents of active duty military personnel. A student who is drafted and must report for active duty during a term/semester is entitled to receive a full refund of tuition and fees. All refunds are subject to the presentation of official documentation. In the event a student receives any Title IV Federal Aid for education expenses, the institution will return those funds to the Department of Education. In those instances, if the student received funds in addition to those for tuition and fees, the student will be subject to the repayment of those funds. A student who volunteers for military service will be subject to the school's standard Refund Schedule.

## Returning Unearned Tuition Assistance (TA) Funds

Saybrook University returns unearned TA funds on a proportional basis through at least the 60 percent portion of the term/semester for which the funds were awarded. TA funds are earned proportionally during a term/semester, with unearned funds returned based upon when a student stops attending school.

## State Specific Refund Requirements

### Maryland Refund Policy

1. As required by the Maryland Higher Education Commission, the minimum refund that Saybrook will pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund

20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

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

This refund policy must be disclosed to students upon enrollment, and documentation verifying student refunds in accordance with this policy must be maintained.

## Wisconsin Refund Policy

A Wisconsin student enrolled at Saybrook University will receive a full refund of all money paid if:

1. The student cancels enrollment within the three-business day cancellation period under (SPS 406.03);
2. The student accepted, was unqualified, and the school did not secure a disclaimer under (SPS 409.04);
3. The school procured the student's enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school.

Refunds will be made within 10 business days of cancellation.

A Wisconsin student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instruction in the current enrollment period, is entitled to a pro rata refund, as calculated below:

At Least	But Less Than	Refund of Tuition
1 credit hour/class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	N/A	No Refund

As part of this policy, the school may retain a one-time application fee of no more than \$100. The school will make every effort to refund prepaid amounts for books, supplies, and other charges. A student will receive the refund within 40 days of the termination date. If a student withdraws after completing 60% of the instruction, Saybrook University may refund a pro rata amount if the withdrawal is due to mitigating circumstances beyond the student's control.

While written notice of withdrawal is not required, students are encouraged to withdraw by submitting a Withdrawal Form to registrar@saybrook.edu or by emailing registrar@saybrook.edu indicating their intent to withdraw, from the Saybrook University student email. Wisconsin students will be administratively withdrawn when their faculty notifies the Registrar's Office of two consecutive weeks of non-participation in their course Canvas shell. Their pro-rated refund will be based on their last date of participation (attendance).

## Enrollment Status for Financial Aid Eligibility

Saybrook University has established minimum credit hour thresholds for determining full-time and half-time enrollment status. Students must maintain a minimum half-time status to be eligible for financial aid. The reported enrollment status for the three enrollment periods (fall, spring and summer) is determined as follows:

Enrolled Credits	Enrollment Status
6+	Full Time
3 - 5	Half Time
2 or less	Less Than Half Time

Furthermore, a student enrolled in one of the following courses found here will be reported as indicated.

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 with their Designated School Official (DSO).

## Maximum Course Load

In an effort to support student success, Saybrook University limits all students to a maximum course load of 15 credits per 15-week semester and 9 credits per 7- 8- or 12-week term.

Students seeking to enroll in more than the above-listed credit totals must submit a Maximum Credit Load Increase to the Office of the Registrar. Appeals will be reviewed by the Registrar, Department Chair and Assistant Vice President for Student Affairs.

Students are encouraged to first discuss their intended course load and schedule with their Department Chair and Academic Advisor.

\*Students enrolled in the PhD in Clinical Psychology Program are limited to 12 credits per semester unless approved by the Department Chair

## Minimum Course Load

Saybrook University is committed to supporting students and ensuring they graduate in a timely manner which requires that students register for a minimum number of credits each semester. In order to achieve degree completion in a reasonable timeframe Saybrook requires all degree-seeking students, with the exception of students in the PhD Clinical Psychology program, to enroll in a minimum of 6 credits during both the Fall and Spring semesters. The only stated exception to this policy is the summer term where students can take fewer credits without written approval.

Clinical psychology (CP) students are expected to maintain an average of nine credits per semester.

- Students can self-enroll in nine to twelve credits.
- Consultation with and approval from the Program Chair is required to enroll in less than nine or more than twelve credits per semester.

## Reduced Course Load

Under certain specific circumstances (e.g. severe health circumstances, satisfying final degree requirement, etc.), a student can obtain approval for a reduced course load by written petition. Petitions for a reduced course load must be submitted in writing to the Registrar's Office prior to the start of the semester and, if approved, the reduction in course load is valid for that upcoming semester only.

## Financial Aid Refunds

Loan disbursements will be applied to a student's account to offset owed tuition and fees for all students verified to be enrolled at least half-time and have been accepted and awarded financial aid.

Any aid amount in excess of the balance owed (credit balance) 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.

Student refunds are made available via direct deposit to a designated bank account determined by the student after submitting a completed Direct Deposit Authorization Form to the Student Account 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.

## Financial Aid 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 (Direct Unsubsidized Loans and Federal Grad Plus Loans). However, all applicants **must** file a FAFSA.
- Maintain minimum satisfactory academic progress requirements toward completion of the degree program as defined by Saybrook standards and practices\*\*
- Cannot be in default with any federal student loan
- Have not borrowed an excess of the aggregate loan limits allowed for the federal loan programs Cannot owe a refund on a federal grant at any institution attended
- Certify that you will use Federal Student Loans for educational purposes only.

## How to Determine Need

### Calculating the Amount to Borrow

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

## Living Expenses

Your award letter will indicate the maximum amount of aid you are eligible for. It is important that you determine the amount you will need to cover tuition, fees and living expenses if needed. After assessing how much aid is needed, you can then determine to accept the full amount, adjust (reduce) to your desired amount, or decline the aid 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](http://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 EFC.

Once financial need is determined, the student's financial aid award letter is generated. Your award may include Federal Direct Loans, Federal Work Study, and/or Saybrook Scholarships.

We encourage all students to apply for non-institutional scholarships and benefits. Saybrook University accepts many outside resources. To get some ideas for resources, visit Other Scholarship Sources.

## How to Apply for Financial Aid

To apply for federal aid, you must complete the Free Application for Federal Student Aid (FAFSA) online at [www.studentaid.gov](http://www.studentaid.gov)

## Important Notes

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

You must complete a new FAFSA every calendar year. The new FAFSA is available in October.

We recommend that you complete your FAFSA at the time of Application to Saybrook and no later than 90 days prior to the beginning of the relevant semester of enrollment.

Upon review of your submitted FAFSA the Department of Education may require additional documentation. Should this be the case, The Financial Aid Office will contact and provide you with all the necessary details of how to resolve.

## Apply for a FSA ID

An FSA ID allows students to complete the following tasks:

- Electronically sign your FAFSA application
- 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.nsldsfa.gov](http://www.nsldsfa.gov).

## Financial Aid Code of Conduct

The following Code of Conduct was last updated by a vote from NASFAA's Board of Directors in November 2020, and published in January 2021. Subject to enforcement procedures that went into effect July 1, 2015, NASFAA institutional members of NASFAA will ensure that:

1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.
  - a. Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person, to avoid the appearance of a conflict of interest.
  - b. If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publicly disclosed. Borrowers will not be auto-assigned to any particular lender.
  - c. A borrower's choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution's preferred lender list.
  - d. No amount of cash, gift, or benefit in excess of a de minimis amount shall be accepted by a financial aid staff member from any financial aid applicant (or his/her family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).
2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.
3. Institutional financial aid offers and/or other institutionally provided materials shall include the following:
  - Breakdown of estimated individual Cost of Attendance components, including which are direct (billed by the institution) costs vs. indirect (not billed by the institution) costs
  - Clear identification and proper grouping of each type of aid offered indicating whether the aid is a grant/scholarship, loan, or work program
  - Estimated net price
  - Standard terminology and definitions, using NASFAA's glossary of terms
  - Renewal requirements for each aid type being offered as well as next steps and financial aid office contact information
4. All required consumer information is displayed in a prominent location on the institutional web site(s) and in any printed materials, easily identified and found, and labeled as "Consumer Information."
5. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.



# **Institutional Scholarships**

## **Saybrook's Presidential Scholarship**

All newly admitted students are eligible to be considered for the Saybrook University Presidential Scholarships. In order to maintain eligibility, students must be in good academic standing, meet all criteria with respect to Satisfactory Academic progress, and be in continuous full-time enrollment (except for summer awards).

The President's Academic Excellence Scholarship is awarded based on superior academic and/or professional merit and a minimum GPA of 3.75.

The President's Academic Honors Scholarship is awarded based on outstanding academic merit and/or high financial need and a GPA between 3.5-3.74.

The President's Academic Recognition Scholarship is awarded based on high academic merit and/or moderately high financial need and a GPA between 3.25-3.49.

The President's Scholarship is awarded based on moderately high academic merit and/or moderate financial need and a GPA between 3.0-3.24.

## **Continuing Student Scholarships**

The Rollo May, Alan Watts, Leonard Shlain, Marc Pilisuk, Nancy Anned Moss and Alumni Association scholarships are available for continuing students, who are enrolled full-time, and in good academic standing. Each is applied directly to the recipient's student account in the fall semester of the award year. Students will be notified of the submission deadlines and guidelines in advance. Typically, a call for submissions will be sent out in spring to all students. Students may apply for only one scholarship per academic year. Students may only win a specific scholarship once during their lifetime. If students are awarded up to their cost of attendance, their loans will be reduced.

Permission: Scholarship recipients agree to have their name and other information, including images, shared publicly in announcements that recognize their achievement and the impact of the scholarship and its founder.

## **Alan Watts Student Scholarship Award: \$2,000 - \$5,000**

The Alan Watts Student Scholarship Award is only available to continuing students. It is named in honor of British philosopher Alan Watts, who was associated with Saybrook University in its formative years. The scholarship is awarded to an accomplished student interested in the work and teachings of Alan Watts. Recipients seek to go beyond simplistic notions of what is, or of what should be, recognizing the need for exploration of oneself through various modalities ranging from meditation to humor, and the impact such practices have on our lives, on the continuing development of humanistic/transpersonal psychology and on our social order.

How to apply:

Applications should include eight to 12 double-spaced pages of the student's Saybrook writings, which establish the relationship between the work/areas of interest of Alan Watts and the student. Material for submission may consist of excerpts from the student's dissertation proposal, candidacy essays, or papers from Saybrook courses, integrated into one document. Relevant publications by Alan Watts and related scholars should be cited. If students are awarded up to their cost of attendance, their loans will be reduced.

## **Leonard Shlain Student Scholarship Award: \$1,500**

The Leonard Shlain Student Scholarship Award is only available to continuing students. This award, which is named in honor of former Saybrook trustee Leonard Shlain, MD, provides two awards of \$1,500 to accomplished students interested in the work and research of Dr. Shlain. These areas include the following:

Creativity

The development of the human brain and neuroscience

Art and science

Human sexuality

The effects of word and image on the human brain

"This scholarship has allowed me to buy some of the equipment that was needed for my study ... I can dream bigger. I am now looking into continuing my research in a post-doctorate. In future research I hope to make a difference in health care and understanding testosterone when used as a supplement to aid in transitioning from female to male, or for other gender identification reasons."

- Taylor Williams, student in the Ph.D. in Psychology, Psychophysiology Specialization

How to apply:

Applications should include an essay (eight to 12 double-spaced pages) with a brief bio of the student; a brief description of the student's interests, life work, and academic studies; a description of why the student is interested in studying Dr. Shlain's research and/or research interests; and a statement regarding the candidate's financial need. The applicants must reference Dr. Shlain's work and state how his work influenced or will inform their work. If students are awarded up to their cost of attendance, their loans will be reduced.

## **Nancy Anne Moss Integrative Medicine and Health Sciences Scholarship Award: \$2,500**

The Nancy Anne Moss Integrative Medicine and Health Sciences Scholarship is created in memory of Nancy Anne Moss, beloved partner of Donald Moss, Ph.D., who currently serves as the founding dean of the College of Integrative Medicine and Health Sciences. Nancy Anne Moss was a lifelong educator, working with students from elementary to graduate levels. In honor of her commitment, this scholarship is dedicated to Saybrook University Mind-Body Medicine students to support their pursuit of their master's or doctoral degrees.

How to Apply:

Submit a philosophy statement that outlines an interest in humanistic values specifically as it applies to holistic health practices, articulated research/scholarly focus, and the application to one's practice, organization, or community to advance creativity and various applications. Statement should also include future career goals and how these goals will foster efforts to advance a more just, humane, and sustainable world.

## **Rollo May Student Scholarship Award: \$5,000**

The Rollo May Student Scholarship of \$5,000 is funded each year through the generosity of our donors. The scholarship is available only to continuing students and is awarded to students whose graduate work explicitly applies

to and carries forward the existential-humanistic contributions of Rollo May, Ph.D. Applicant's work may include scholarship in the following areas:

Personality theory

Psychotherapy

Art and literature

Cultural criticism

Existential encounters

Other topics clearly connected to the Rollo May tradition

"My research is about bringing the understanding of human vulnerability to the divorce professionals who are instrumental in setting up the space in which people can decide what kind of agreement they want to make for their future family, including their children. ... I would like to publish and talk about what I have discovered. This scholarship has eased my fears of using the time required to transform my understanding into something that people can read."

- Dominique Walmsley, student in the Ph.D. in Psychology, Existential, Humanistic, and Transpersonal Psychology Specialization

How to apply:

Applications should include eight to 12 double-spaced pages of the student's Saybrook writings, which establish the relationship between the work of Dr. May and the student. Materials for submission may consist of excerpts from the student's dissertation proposal, candidacy essays, or papers from Saybrook courses, integrated into one document. Relevant publications by Dr. May should be cited. If students are awarded up to their cost of attendance, their loans will be reduced.

## **Saybrook Alumni Association Scholarship Award: \$2,500**

This fund was created to support Saybrook students who are working on their dissertation, thesis, or capstone project and need financial assistance to successfully complete the rigorous research required for their program. Generous donations from alumni "pay it forward" to ensure future Saybrook graduates can inspire transformational change in individuals, organizations, and communities toward a just, humane, and sustainable world.

How to apply:

Students will submit a statement of need, which explains how they will foster humanistic values in the world after graduation.

## **Dr. Marc Pilisuk Transformative Social Change and Leadership Scholarship Award: \$2,500**

The Dr. Mark Pilisuk Transformative Social Change and Leadership Scholarship is created to honor the life and work of Marc Pilisuk, Ph.D., whose research and experience has led to significant advancements in the areas of peace and social justice. His work is aligned with the work of countless Saybrook students and faculty across multiple disciplines, inspiring and promoting positive social change in organizations and communities around the country. Recipients demonstrate a deep passion and commitment to humanistic values, as evidenced through their work as scholars and/or

practitioners. Recipients also demonstrate a dedication to humanistic values through academic work or on-the-ground efforts to promote peace and/or social justice.

This award is applied directly to the recipient's student account in the fall semester of the award year and will go toward tuition expenses.

How to Apply:

Submit a philosophy statement that outlines an interest in humanistic values specifically as they apply to non-violent practices, structural inequality, and community empowerment. Also, explain the application to a specific discipline or articulated research/scholarly focus and how this will be or is currently being applied to one's practice, organization, or community, specifically in advancing peace and/or social justice. Also include future career goals and how these goals will foster efforts to advance a more just, humane, and sustainable world.

## **Marlene Chance Creativity and Innovation Scholars Program**

The Marlene Chance Creativity and Innovation (MCCI) Scholars program is created to both honor the life and work of Marlene Chance, beloved sister of trustee and Saybrook alumna, Gloria Chance, Ph.D., and to advance cutting-edge work across creativity, innovation, mental health, and wellness. Marlene Chance was a devoted member of her New York City community, a beloved neighbor, devoted mother, daughter and sibling, colleague, and friend to many. In honor of her life, cut tragically short as a result of the COVID-19 pandemic, the MCCI Scholars program is dedicated to her memory with the primary purpose of supporting graduate students who demonstrate a passion and commitment to research and scholarship in the areas of expressive arts therapies, innovation, mental health, and creativity.

The submission period will open in spring 2023. This award is available to continuing students for the fall semester.

How to Apply:

Submit a completed action agenda, research focus, and philosophy statement that outlines an interest in humanistic values specifically as it applies to holistic health practices. The action agenda should outline creation and deployment of a project that is impactful within the community the student is currently serving and include the definition of the community to be served; project overview leveraging creative approaches; type of project (i.e., short film, book, website, mobile app, gaming experience, AR/VR experience, etc.); a timeline for creation and deployment; and an identified mentor and/or support team who will help guide the student through the process. The application of research and scholarly focus to one's practice, organization, or community should advance innovation and improve mental health or creativity. Also, discuss future career goals and how these goals will support a more just, humane, and sustainable world.

## **Saybrook Study Abroad Scholarship**

This scholarship is awarded to Saybrook students studying abroad in the pursuit of furthering their international education and becoming a global agent of change. Only students already accepted to a study abroad program are eligible to apply. Students must indicate how the experience relates to their academic goals and how they plan to bring their global learnings back to campus.

## **Outside Scholarship**

## **Scholarship Search Services**

ION tuition: <https://www.iontuition.com/>

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

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

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

Peterson's: <https://www.petersons.com/>

Federal Student Aid and Office of the U.S. Department of Education: <https://studentaid.ed.gov/sa/>

U.S. Department of Labor, Office of Disability Employment Policy, Disability Resources: <https://www.disability.gov/scholarships-specifically-students-disabilities/>

Open Education Database: <http://oedb.org/phd-scholarship>

## **Loan Types**

The following information provides links to help prospective students learn about loans available to those who qualify. Please utilize these sites and contact Saybrook's Financial Aid Staff for further assistance: email [finaid@saybrook.edu](mailto:finaid@saybrook.edu) or phone 888-253-5100 option 1.

### **Federal Loans**

For an overview of federal loans, please visit [www.studentaid.gov](http://www.studentaid.gov)

### **Loans for International Students**

Some privately funded student loans, such as those provided by eduPASS are available to non-US citizens provided there is a credit-worthy co-signer who is a US citizen or permanent resident.

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

## **Veterans Benefits**

### **Use your GI Bill<sup>®</sup> Benefits at Saybrook**

Saybrook University is approved by the California State Approving Agency for Veterans Education (CSAAVE). CSAAVE has approved most of Saybrook's schools and programs to administer educational benefits for eligible students through independent study provisions of the Veterans Administration.

Veterans interested in using their benefits are encouraged to begin the application process at least three months before enrollment. Applying for Benefits - Veterans Benefits Administration ([va.gov](http://va.gov))

### **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. Post-9/11 GI Bill (Chapter 33) | Veterans Affairs (va.gov)

## VA Benefits Enrollment Verification

Saybrook University's School Certifying Official 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 provides 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 at Vets.gov. Students that have previously used VA Educational Benefits at a previous school must complete form 1995 online at Vets.gov
- Step 2: Forward a copy of Certificate of Eligibility and internal Yellow Ribbon Application (see Saybrook Military Benefits Coordinator for application) to the Saybrook Military Benefits Coordinator at saymilitarybenefits@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. Yellow Ribbon Program | Veterans Affairs (va.gov)

Students that have submitted a valid certificate of eligibility or VAF 28-1905 may attend courses for no less than 90 days after submission of the documentation while the VA processes payment. Furthermore, students will not be charged any late fees due to delays with VA payments provided the student remains eligible for benefits. Students who do not receive 100% entitlement for their benefits will need to secure an alternate method of payment. Students can be placed on a payment plan by contacting the School Certifying Official via email at [saymilitarybenefits@saybrook.edu](mailto:saymilitarybenefits@saybrook.edu) or via phone 888-253-5100, option 3.

## 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).

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).*

## Special Tuition Rates/Institutional Waivers

### Alumni Tuition Waiver

The Saybrook University Alumni Tuition Waiver supports alumni who have graduated with a masters or doctoral degree and desire additional coursework to further enhance their personal or professional goals. Alumni who have earned their degree from Saybrook within the past 3 years are eligible for the Alumni Tuition Waiver. The Alumni Tuition Waiver is a one-time waiver on tuition only for up to three (3) credits during a single semester. Students are responsible for all other fees and costs charged for enrollment.

Effective Spring 2018, the Alumni Tuition Waiver may also be applied to tuition in a Saybrook-sponsored study abroad experience on a first-come, first-serve basis as space allows.

### Alumni Tuition Rate

The Saybrook University Alumni Tuition Rate supports alumni who have graduated with a terminal masters or doctoral degree and desire additional coursework to further enhance their personal or professional goals. The Saybrook University Alumni Tuition Rate is not available to students who earn a nested master's degree while enrolled in an applicable doctoral program.

The Alumni Tuition Rate is determined for each academic year and is applied to tuition charges only. Students are responsible for all other fees and costs charged for enrollment. Details on the Saybrook University Alumni Tuition Rate can be obtained from the Office of Admissions.

The Alumni Tuition Rate will represent a 25% reduction in the published tuition rate for a given program, in a given semester, and the rate does not apply to institutional fees or other charges.

The Alumni Tuition Rate applies to future terms only and is not retroactive to current or prior terms. Saybrook alumni who have earned a Saybrook M.S., M.A. or Ph.D. may be eligible for the Alumni Tuition Rate, and award decisions will be determined at the time of admission to a subsequent M.S., M.A., or Ph.D. programs. To be eligible for this special Rate, alumni of such programs must be admitted to a new, eligible program, for the first time. The Alumni Tuition Rate does not apply to alumni enrollments in Certificate programs. Special rates will not apply to those already receiving a separate special rate, and rates cannot be combined with Saybrook-issued scholarships. Currently-enrolled alumni who withdraw from the University will not be considered for the Alumni Tuition Rate upon readmission.

Students must also meet the following conditions each semester of enrollment to maintain eligibility:

- Must maintain good financial aid and academic standing and meet all satisfactory academic progress requirements.
- Must maintain continuous full time enrollment in Fall and Spring semesters.

## **Military and Veteran Special Tuition Rate**

Saybrook University has implemented a 15% Military and Veteran Special tuition rate effective October 27, 2022. The parameters of the special tuition rate are as follows:

1. The tuition rate would be available for all active duty servicemembers, military veterans, reservists, national guardsman, and qualifying dependents.
2. The rate will be applied to all programs, degree levels, and certificate programs. The rate is not retroactive and applies only to future terms.
3. Currently military and veteran students attending Saybrook would also qualify for the rate from the official date of the change.

## **Segal AmeriCorps Matching Grant**

As part of its commitment to foster positive transformative change on an individual, organizational and community level, Saybrook University is proud to offer a Segal AmeriCorps Matching Grant to qualified AmeriCorps students.

This award will provide a 100% dollar-for-dollar match up to a lifetime maximum of \$4,000. Students must be admitted to Saybrook, attending on a full-time basis, and submit a copy of their voucher prior to being awarded a Segal AmeriCorps Matching Grant.

## **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](mailto:finaid@saybrook.edu). For questions regarding job announcements and hiring forums, contact Joline Pruitt, Director of Business Operations, at [jpruitt@saybrook.edu](mailto:jpruitt@saybrook.edu).

## **Constitution Day**

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



# 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 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 Direct 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>

## Academic and School Policies

<ul style="list-style-type: none"><li>• Academic Policies and Processes</li><li>• Registration and Enrollment</li><li>• Student Location Policy</li><li>• Required Registration</li><li>• Add/Drop Policies</li><li>• Attendance Policy</li><li>• Program Change</li><li>• Grading and Course Completion</li><li>• Satisfactory Academic Progress (SAP) Policy</li><li>• Leaves of Absence (including Military Leaves of Absence)</li><li>• Withdrawal from University</li><li>• Study Abroad and Saybrook-Sponsored Education Abroad Programs</li></ul>	<ul style="list-style-type: none"><li>• Degree Completion</li><li>• Commencement<ul style="list-style-type: none"><li>○ Participation Requirements</li><li>○ Early Commencement Participation</li></ul></li><li>• Early Commencement Participation</li><li>• Degree Conversion Policy</li><li>• Student Research and Institutional Review Board Policies and Procedures</li><li>• Student Housing</li><li>• Teach-Out</li><li>• Posthumous Degrees</li></ul>
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## Academic Policies and Processes

## Registration and Enrollment Policies

### Registration Policy

All new students are registered by an Academic Advisor. In subsequent semesters students are responsible for their own registration and for ensuring the accuracy of their schedules. If available, students may register for a course section with their preferred instructor; however, students are not guaranteed their choice. Section and instructor assignments may be modified by Department Chairs at any time.

Students can check their registration online. Students who find errors in their schedules should immediately correct these errors online or contact their Academic Advisor for assistance. All online adjustments can be made prior to the term start, and ultimately all corrections must be completed before the Add/Drop deadline.

### 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 fifteen-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 department chair 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 Policy**

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 Policy**

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 Student Accounts and Financial Aid Policies section of this catalog regarding minimum credit requirements for financial aid eligibility and program requirement.

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.

## **Student Location Policy**

Saybrook University requires all students to provide the address ("principal residence") where they will be located while enrolled at Saybrook University and actively attending classes. Saybrook University defines a student's Location as the geographic place where a student physically lives, even if a student's mailing or permanent address is different.

Students are required to provide this address information in their enrollment application. P.O. Boxes will not be accepted. Each student is responsible for keeping their Student Location current and for notifying Saybrook University of any address change.

Students should be aware that moving constitutes a change in Location.

1. Students should notify the University no later than 30 days prior to an anticipated change in Location through the academic portal which will be routed to the Registrar's office (where official record of a student's location is maintained). In the event of an unexpected change in Location, students must notify the registrar's office as soon as possible. Questions regarding this area should be directed to the Registrar's office and Department Chair, and/or Director of Clinical Training, or Associate Director of Clinical Training, especially students whose Practicum, Fieldwork, Internship or Experiential coursework may result in a change in location.

Note:

1. Military personnel (including immediate family members - Spouses and children) who experience a change in Location of less than 1 year (365 days) are not subject to an official change in Location as defined by the University, yet still need to follow the aforementioned process of notifying the University of said change.
2. Any student (except military personnel and immediate family members) who is physically located in a state in which the University is not authorized to operate cannot be guaranteed continued enrollment and/or receipt of federal loans and Pell Grants.

Any location change that will last 90 consecutive days or more requires a student to submit a location change.

## Required Registration Policy

Students are required to be registered whenever degree progress is being made or University resources (including faculty time) are being used to appropriately reflect work being done.

Academic programs and students should be aware that students who lapse enrollment lose official student status and recognized University affiliation. Relinquishing formal student status can disadvantage students by eliminating their eligibility for financial aid, loan deferments and student services and benefits.

In addition, the following specific registration requirements apply:

- A student must be registered during the semester(s) in which any written and/or oral examinations are taken and graded.
- Students must be appropriately registered during the semester in which the dissertation is proposed or defended.
- Registration for the prior semester will cover events that occur during a break between semesters. This registration applies to a student from the first day of class in a semester until the day before classes begin for the next semester.
- Once the student has completed all courses, including the minimum number of credits of dissertation required by their program, they must continue to register for a dissertation continuation course each semester until the dissertation is completed to reflect academic progress and in order to use University resources (including faculty time).
- Once students successfully defend their dissertation and satisfied all other degree requirements, they will need to register for the Dissertation Finalization Course until their degree requirements are complete.
  - Dissertation Finalization Course: This course is set up to support students with copyediting their dissertation manuscript for the purpose of publishing it through ProQuest. The course is 0 credits, auto half-time, and eligible for Financial Aid. While there is no tuition associated with the course, students will still be required to pay the institutional fee. This course is repeatable until completion

and carries Pass/No-Pass grades. If appropriate, students may register for this course concurrently with their final dissertation course. Once a student completes copyediting, in line with the Degree Completion policy, they will be eligible to have their degree conferred at the end of the month, regardless of registration in this course.

## Add/Drop Policies

### 15 Week Semester/Term:

For all 15 week semesters and terms, the add/drop period is the first ten calendar days 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 are subject to the published refund policy. Any course dropped after the 75% point in the semester will be assigned a WF grade. **No courses, including dissertation and essay courses, may be added after the end of the add/drop period.**

### 7 Week Semester/Term:

For all 7 week semesters and terms the add/drop period is the first five calendar days 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 75% point in the semester will be assigned a WF grade. **No courses, including dissertation and essay courses, may be added after the end of the add/drop period.**

### 8 Week Semester/Term:

For all 8 week semesters and terms the add/drop period is the first five calendar days 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 75% point in the semester will be assigned a WF grade. **No courses, including dissertation and essay courses, may be added after the end of the add/drop period.**

### 12 Week Semester/Term:

For all 12 week semesters and terms the add/drop period is the first ten calendar days 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 75% point in the semester will be assigned a WF grade. **No courses, including dissertation and essay courses, may be added after the end of the add/drop period.**

## Enrollment Status and Access to Saybrook Services Policy

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.

## 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 of the event. If these requirements are not met by the first week of the term or semester, a student will be administratively withdrawn. In addition, students will be administratively withdrawn when their faculty notifies the Registrar's office of two consecutive weeks of non-participation in the course Canvas shell. Their pro-rated refund will be based on their last date of participation (attendance).

## Program Change Policy

Saybrook University students in good academic standing (SAP Met status) may apply to change their academic program at any point in their studies, up until they register for their dissertation/thesis courses, by submitting an approved Request to Change Academic Program form. The form must be approved by the student's current Department Chair, and the Department Chair of the program they wish to transfer to.

The new program may have additional requirements that the student should submit/meet before the Department Chair will approve their form. Programs that have additional requirements are listed below:

M.S./Ph.D in Applied Psychophysiology:

- Interview with the Department Chair

MBA/DBA in Business Administration:

- Personal statement specific to the program the student is requesting to transfer into
- Department Interview
- Foundational Course Requirements: Principles of Accounting and Business Finance (or Quantitative Research Techniques and Statistics) à Please review the admission requirements to see how these requirements may be met

Ph.D. in Clinical Psychology:

- One-page Personal Statement addendum addressing the following:
  - Why they are seeking to change degree program
  - Confirmation that they have reviewed their state licensing requirements to ensure that they would be eligible with a Saybrook degree
- Brief virtual interview with program chair or designee
- Note: Students that wish to transfer out of the Clinical Psychology program will need an exit conversation to discuss their choice to change their career and degree program.

M.A. in Counseling, Clinical Mental Health Counseling and Ph.D. in Counselor Education and Supervision:

- Personal statement specific to the program the student is requesting to transfer into
- Department Interview

M.S./Ph.D. in Integrative Functional Nutrition:

- Submit all admission requirements for the program of interest (MS or PhD) that have not already been submitted through the student's current program.
- Interview with a core IFN faculty member

Ph.D. in Integrative Social Work:

- Current writing sample

Ph.D. in Leadership and Management:

- Personal statement specific to the program the student is requesting to transfer into

M.S./Ph.D. in Mind-Body Medicine:

- Current writing sample
- A personal statement discussing the reasons for transferring to the MBM department
- List of Completed Courses
- Interview with a core MBM faculty member

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

- One-page Personal Statement addendum addressing the following:
  - Why they are seeking to change degree program
  - For those declaring a specialization in addition to the program change: Why they are interested in the specific specialization
- Brief virtual interview with Program Chair, Faculty Psychology Academic Advisor and/or Specialization Coordinator.
- Note: Students that wish to transfer out of the Psychology program will need an exit conversation to discuss their choice to change their degree program with the Faculty Psychology Academic Advisor and/or designee.

M.A./Ph.D. in Transformative Social Change:

- One-page Personal Statement addendum addressing the following:
  - Why they are seeking to change degree program?
  - For those declaring a specialization in addition to the program change: Why they are interested in the specific specialization?
- Brief interview with Program Chair and/or Specialization Coordinator, of outgoing and incoming program.

If accepted (acceptance is not guaranteed), the change becomes effective at the start of the next academic semester.

A change of academic program results in changing the student's current program requirements to those in the University Catalog or addendum that is in effect at the time of the change (the catalog of record). Students are responsible for fulfilling the program requirements specified in their new catalog of record.

Coursework completed and transfer credit awarded under the original academic program is not guaranteed to apply to the new program. The Department Chair for the new academic program will perform a program evaluation to determine if and how previous coursework and transfer credit may apply to the new academic program.

Once a change in academic programs is approved a student may not return to their original academic program. Instead, a new program change must be submitted and approved as above.

Students may not enroll in more than one degree program concurrently. Students considering concurrent specializations must demonstrate that it satisfies their degree requirement and secure specialization coordinator and department chair approval.

# Grading and Course Completion Policies

## Make-up Work Policy

Permission to accept make-up work 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 Policy

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.
- Faculty may offer narrative evaluations on student performance in a course. Narrative feedback is optional except for degree programs that require faculty assessment of student performance. Narrative evaluations are not posted to the student's official record.

For Clinical Psychology students, please also reference your Course Satisfaction Policy.

## Transferability of Credits Policy

The transferability of credits earned at Saybrook University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Saybrook University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Saybrook University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Saybrook University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## Grading Policy and System

Saybrook University employs two grading options for students with concomitant quality points, a credit/no credit 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

Code	Description	Quality Points
CR	Credit. Student work demonstrates competence	3.5



Code	Description	Quality Points
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
WF	Withdrawn. Student withdrew from course after the 75% point in the semester/term	2.5
I/INC	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
P	Pass. Student work demonstrates competence	n/a
NP	No Pass. Student work did not demonstrate competence	n/a
TR	Transfer Credit(s)	n/a

Option 2 is Letter Grades

Code	Description	Quality Points
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
B-	Student work is Acceptable	2.7
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/INC	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
P	Pass. Student work demonstrates competence	n/a
NP	No Pass. Student work did not demonstrate competence	n/a

Code	Description	Quality Points
TR	Transfer Credit(s)	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). Courses that are graded with a Pass or Not Pass do, however, count towards rate of progress as earned or unearned respectively.

- 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

## Incomplete Grades Policy

An Incomplete ("I") Grade is a temporary grade which may be awarded by a course instructor/Department Chair 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 be eligible for 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 to 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 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. Students who have accommodations approved by the ADA Coordinator are not automatically assigned an Incomplete grade but must meet the same criteria as other students as outlined in the Saybrook University Incomplete Grade Policy.

**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 Department Chair or College Dean may submit the form on their behalf.

Once an incomplete grade is awarded, 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.)

## Natural and Other Disaster Interim Accommodations Policy

Administered by the Assistant Vice President for Student Affairs, the Natural and Other Disaster Interim Accommodations Policy is designed to support students who are affected by earthquake, fire, extreme weather, political crisis, and other catastrophes which result in the student's displacement, or otherwise significantly impacts their ability to participate in coursework. Students should contact the Assistant Vice President for Student Affairs at [studentaffairs@saybrook.edu](mailto:studentaffairs@saybrook.edu), with a copy to their Department Chair, as soon as they are able in order to notify the University of such impact or displacement. At that time, the Assistant Vice President for Student Affairs, or their appointee, will verify the occurrence of the incident, and the impact on the student, and will work with the student and Department Chair to communicate with their faculty on appropriate academic adjustments.

Given the unpredictable nature, timing, and duration of such events, and the unique demands of each individual course at Saybrook, the appropriate accommodation will vary from situation to situation, but may include:

- extended time on assignments;
- modification of assignments to allow for completion through the equipment available to the student;
- granting of Incomplete grades;
- and extended time to satisfy the requirements of the general Incomplete Grade policy.
  - Note: extensions to the Incomplete Grade policy may require the transfer of grading responsibilities from one faculty member to another in some cases, which will be coordinated with the appropriate Department Chair.

Once the appropriate accommodations have been determined by the instructor and Assistant Vice President for Student Affairs, a formal letter will be generated and sent to the student, instructor, Department Chair, Registrar, and the Vice President for Academic Affairs. In some situations, it may be appropriate for the student to withdraw and retake the course in a future term. Should this be the recommendation, additional financial support may be explored through the Discretionary Funding process.

# **Incomplete Satisfactory Academic Progress (SAP) Advisement Policy**

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 effect 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 Policy**

A change of grade may only 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. All grade changes must be submitted within the semester following course complete. As an example, if a course is taken in a Fall semester, any grade change must be made by the end of the subsequent Spring semester. If a student earned an Incomplete in a course, instructors should abide by the agreed upon Incomplete deadline and must not wait until the close of the subsequent semester. Grade change requests are only considered valid if a Grade Change form is submitted. All emailed grade changes will be directed to submit a Grade Change form

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 Department Chair. If the Department Chair 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 University 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 be processed by the Assistant Vice President for Student Affairs.

## **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 and supersedes 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 a student's 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, PC and F. 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.

## **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 Department Chair to discuss course scheduling and build an Academic Recovery Plan.

## **Academic and Financial Aid Good Standing**

Academic and Financial Aid Good Standing is the minimum and necessary level of academic performance required of all students at Saybrook University. A student is considered to be in Academic and Financial Aid Good Standing if each of the following conditions are met:

- a. Student has a cumulative GPA of 3.0 or above
- b. Student has a completion rate of 67% or higher. Completion rate is calculated as the number of earned credits divided by the number of attempted credits.
- c. Student has not exceeded the Maximum Time Limit for their degree program. The Maximum Time Limit is defined as 1.5 times the number of credits required to complete the program.

## **Academic and Financial Aid Warning Policy**

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 Department Chair 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 must update and file a new plan for each subsequent semester. They will not be eligible to use Financial Aid, until the updated plan is approved.

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 who do not file a SAP appeal, or who have their appeal denied, will be Academically Dismissed from Saybrook University. Students who withdraw from the University while on Academic and Financial Aid Warning are subject to review prior to being granted re-entry or re-admission to the University and may be required to have an Academic Recovery Plan in place prior to re-entry or re-admission.

## **Academic and Financial Aid Probation and Academic Dismissal Policy**

Students in Academic and Financial Aid Warning who do not meet the minimum requirements for making Satisfactory Academic Progress at the time of evaluation are required to submit a Satisfactory Academic Progress Appeal/Academic Recovery Plan. Once a student has an approved SAP appeal, they 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 that 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. Students who withdraw from the University while on Academic and Financial Aid Probation are subject to review prior to being granted re-entry or re-admission to the University and may be required to have an Academic Recovery Plan in place prior to re-entry or re-admission.

For Clinical Psychology students, please also reference your policy in the Academic Programs section.

## **Culminating Phase Time Frame Policy**

In addition to the above SAP requirements, students in the culminating phase of their degrees must also 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 registering for the Doctoral Dissertation with no outstanding degree requirements must complete their degree program within 9 consecutive semesters, inclusive of summer.

Students not meeting the above requirement will be placed onto Academic and Financial Aid Suspension and will be ineligible for both Title IV funding and Saybrook scholarships.

A student placed onto Academic and Financial Aid Suspension may file an Academic Recovery Plan (ARP) in order to request a revised timeframe within which to complete their program. Such revisions are limited to two (2) additional semesters. If approved, the student will be placed on Academic and Financial Aid Probation status for the duration of the revised timeframe. Students on Academic and Financial Aid Probation will remain eligible for Title IV funding and Saybrook scholarships. Students previously granted a dissertation time frame appeal may not appeal again.

Students who do not appeal, are unable to appeal or have their appeal denied will remain ineligible for Title IV and Saybrook scholarships and must complete the degree program by the end of the following semester.

Students who have an approved Academic Recovery Plan and fail to complete the program in the revised time frame will be Academically Dismissed.

## **Academic Dismissal Appeal Policy**

As part of the reapplication process following dismissal, an Academic Dismissal Appeal must be submitted to and approved by the appropriate Department Chair. In the event that an Academic Dismissal Appeal is approved, this does not negate the (SAP) maximum timeframe requirement and students who have exceeded the 150% rule will no longer be eligible for Financial Aid.

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 on an Academic and Financial Aid Probation status.

## Leaves of Absence Policies

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. This means that students are only eligible for one semester (or two consecutive terms) of leave at a time. Students are required to return to their program of study after their LOA ends. Students that do not return from their leave will be administratively withdrawn.

### *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 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 Department Chair or College Dean, their Academic Advisor and the Registrar 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, including faculty time, 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 Policy**

### *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 Policies**

### **Official (Student-Initiated) Withdrawal Policy**

Students who choose to withdraw from Saybrook University must submit notice in writing to their Academic Advisor and the Registrar's Office through a Withdrawal Form or through a submission to the Academic Portal. The Registrar's Office will consider the day that the Withdrawal Form is received (via portal, or in writing), as the effective date of the student's departure from the university. Notice provided to any office other than the Registrar's Office or an Academic Advisor is not actionable and will not be processed. If a student requests to withdraw in writing, but does not submit an accompanying Withdrawal Form, the Registrar's Office will notify the student of all resulting actions that accompany withdrawing based on the time of their communication AND will direct the student to complete the form within one (1) business day. If the Withdrawal Form is not received within one (1) business day, the Registrar's Office will complete the Withdrawal Form on the student's behalf and process the form.

Students should be aware that withdrawal after the Add/Drop deadline is likely to impact their Financial Aid and Satisfactory Academic Progress status. Students who drop after the Add/Drop deadline will earn either W or WF

grades based on the deadlines listed in the Academic Calendar. Students should consult the GPA and Rate of Progress Calculator in their Academic Portal to determine their academic progress impacts. The Satisfactory Academic Progress evaluation is processed for all students prior to processing of their withdrawal request. We encourage student to consult with the Financial Aid Office about financial aid eligibility, repayment, and return of aid consequences of withdrawing.

Once a student is withdrawn, they will no longer be considered an active Saybrook University student and will lose all access to Saybrook resources such as (but not limited to) the Academic Portal, Library, Canvas, and Saybrook Email. (Note: If a student withdraws after previously graduating from a Saybrook University program, their withdrawal will still cause them to lose access to all Saybrook resources.)

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

A student who is withdrawn may request re-entry within 365 days of their last day of attendance and only after all financial obligations have been met. Students who would like to return after the 365-day window has elapsed must re-apply and will be held to the requirements of the program at the time of re-application. Re-admission or re-entry is not guaranteed or a right, and a Department Chair may decline a student's request for either.

Students who withdraw after being in Academic & FA Warning, Academic & FA Probation, Pending Probation, or Academic & FA Suspension will need to meet with their Department Chair to develop an Academic Recovery Plan. The Academic Recovery Plan should detail how the student will return to Good Standing.

## **Unofficial (Administrative) Withdrawal Policy**

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. Administrative withdrawals will be processed the day after the Add/Drop deadline.

Once a student is withdrawn, they will no longer be considered an active Saybrook University student and will lose all access to Saybrook resources such as (but not limited to) the Academic Portal, Library, Canvas, and Saybrook Email. (Note: If a student withdraws after previously graduating from a Saybrook University program, their withdrawal will still cause them to lose access to all Saybrook resources.)

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

A student who is withdrawn may request re-entry within 365 days of their last day of attendance and only after all financial obligations have been met. Students who would like to return after the 365-day window has elapsed must re-apply and will be held to the requirements of the program at the time of re-application. Re-admission or re-entry is not guaranteed or a right, and a Department Chair may decline a student's request for either.

Students who withdraw after being in Academic & FA Warning, Academic & FA Probation, Pending Probation, or Academic & FA Suspension will need to meet with their Department Chair to develop an Academic Recovery Plan. The Academic Recovery Plan should detail how the student will return to Good Standing.

# Withdrawals and Financial Aid Policy

## 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 Unsubsidized Loans, 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.

A student who receives Federal Financial Aid funds and completely withdraws from the institution is subject to the "Return of Title IV Funds" policy. The amount to be returned is based on the percentage of enrollment completed for the semester/term and the amount of financial assistance considered earned. The school and the student are both responsible to return unearned funds to the appropriate Title IV program(s) in the order of Direct Unsubsidized and Graduate PLUS where applicable. It is recommended that a student who receives financial aid connect with the Office of Financial Aid prior to withdrawing to determine if the student will leave the school with a balance on the student account. If a balance is owed to Saybrook, the student must immediately contact the Office of Student Accounts to make payment arrangements.

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," then "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.

# Copyright Policies

## Digital Millennium Copyright Act (DMCA) Notification and Response Plan

In compliance with additional requirements of the Higher Education Opportunity Act (HEOA) of 2008 and the Digital Millennium Copyright Act (DMCA), Saybrook University maintains a policy against the unlawful file sharing of materials with a copyright. Saybrook University requires students, employees and visitors using Saybrook's equipment, systems, networks or computers to comply with pertinent U.S. and international copyright laws. Failure to comply with the policies in the DMCA plan may result in disciplinary action as well as civil and criminal penalties.

## Reproduction of Materials

The photocopying or reproduction by other means of copyrighted materials is a right granted under the federal Copyright Act that defines the rights of a copyright holder and how they may be enforced against an infringer. The unauthorized reproduction and distribution of copyrighted material is strictly prohibited. Students identified as having violated this policy may be subject to disciplinary action, up to and including but not limited to dismissal from the institution, or legal action as appropriate, or both.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

All students of Saybrook University are subject to the restrictions imposed by the Copyright Act. The copyright law applies to all forms of photocopying, whether it is undertaken at a commercial copying center, at the school's copying facilities, or at a self-service machine. In the opinion of Saybrook University, copying a chapter of a book - and therefore, the entire book - would be considered copyright infringement. Students must exercise prudent judgment when reproducing the works of others so as to not violate the copyright law. Any concern about a student's reproduction of materials should be brought to the attention of the student's Department Chair, Specialization Coordinator, or Assistant Vice President for Student Affairs. For more information, please visit U.S. Copyright Office website and FAQs.

Any student who engages in copyright violations, copyright infringement, unauthorized peer-to-peer file sharing, illegal downloading or unauthorized distribution of copyrighted materials using the institution's information technology system may be subject to Programmatic, Departmental, University, Civil and Criminal liabilities.

## Study Abroad & Saybrook-Sponsored Education Abroad Programs Policies

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 Policy**

If the travel portion of a study abroad course concludes after the end of the term/semester, all students will be allowed to complete any additional assignments related to the travel portion of the trip. 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, students will be evaluated for Satisfactory Academic Progress.

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 Policy**

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 and including this policy:

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 the 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 provides the student a 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, 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 campus leadership, which may include leadership of the student's academic department. 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. 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. Saybrook's campus leadership will be notified of the action and upon the student's return to campus the alleged violation can or will be submitted 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 catalog.

## **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. 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. A student may appeal the decision or file a complaint or grievance pursuant to Saybrook's procedures as stated in this catalog.

## **Saybrook Global Distinction Policy**

Saybrook University calls students to become agents of change and serve the greater global community. This distinction is awarded to students who are committed to including global engagement in their educational journey. Students must submit a structured portfolio of international activities done throughout their degree program for committee review.

Upon fulfillment of objectives, Global Distinction will be noted on the student transcript.

## **Degree Completion Policies**

### **Specialization or Minor**

Some degree programs allow a student to complete a specialization or minor. A specialization is a specific area of emphasis within the student's chosen degree program and a minor is a secondary area of study comprised of a set of specialized courses.

To change a specialization or minor, a student must submit the Program Change Request form to their department chair or designee.

### **Residency**

Residency is defined as the portion of a degree program that must be completed at Saybrook University in order to earn a degree from the institution. It is required that a matriculated student will fulfill all degree requirements through courses offered at the institution. Degree programs with external approving or accrediting agencies must align residency requirements with the guidelines of those bodies.

A student who enters a degree program via an articulation agreement will be held to the requirements stated in the agreement.

A student entering a degree program at Saybrook University is required to complete all degree requirements at Saybrook except for approved transfer credits. Requests for transfer credit must be submitted prior to the end of the second semester of enrollment. Refer to each specific Academic Program for specific transfer limits.

### **Rigor**

To qualify for degree conferral, a student must:

- Be in Academic and Financial Aid Good Standing (Active);
- Have a cumulative grade point average of 3.0 or higher;
- Complete all training requirements as defined by the degree program;
- Complete all competency exams required by the degree program, and;
- Complete the capstone project, thesis, or dissertation as required by the degree program.

### **Additional Requirements**

Once a degree is conferred, a student must meet the below requirements to be eligible to receive a diploma:

- Resolve all financial debts to the institution;
- Return all library books;

- Complete financial aid exit counseling.

## **Degree Conferral**

Upon successful completion of degree program requirements, a degree-seeking student declares the intent to graduate by submitting the Petition to Graduate form

A degree is considered earned once the degree conferral date is posted on a student's transcript. Saybrook University confers degrees at the end of each semester based on the Official End of Term Date. Please refer to the Academic Calendar for specific dates and deadlines. Students who have completed all degree coursework but are still in the process of non-course degree requirements, such as copyediting, are also eligible to have their degree conferred at the end of each calendar month.

## **Diplomas and Certificate Awards**

Diplomas and certificates will be ordered six (6) to eight (8) weeks after all degree requirements have been verified by the Office of the Registrar. Expedited requests cannot be honored. Production and delivery times for diplomas and certificates may take six (6) to eight (8) weeks after the order is placed.

All diplomas and certificates are issued in the student's name of record with Saybrook University, and all diplomas and certificates are mailed to a student's address of record with the institution. The student is responsible for the diploma or certificate replacement cost if it carries an incorrect name or if mailed to the incorrect address.

Diplomas will not be released if there is an outstanding account balance. Official transcripts, less the final semester grades, can be ordered and will be released if a balance owed remains.

## **Diploma and Certificate Replacement**

A lost or damaged diploma or certificate may be replaced for a fee. The replacement diploma or certificate will bear the signatures of current school officials but carry the original degree awarded date and degree title. To order, a graduate must complete the Duplicate Diploma Request form. A fee is assessed at the time of order.

## **Commencement Policies**

Commencement is a ceremony. Participation in the commencement ceremony is voluntary, and neither confers a degree nor releases a student from the obligation to satisfactorily complete curricular or other degree program requirements. Degree conferral will occur upon completion of all program requirements, and diploma issuance is contingent upon meeting all other obligations to the institution. See the Degree Completion policy for more information.

All master and doctoral-level students are invited to participate in a commencement ceremony. A student may participate in only one commencement ceremony per degree earned and are eligible to participate in the ceremony up to a year after their conferral date. A student completing a certificate program may not participate in commencement.

## **Participation Requirements**

A student may be eligible to participate in a commencement ceremony if one of the following conditions are met:

- All degree requirements are completed

- Degree requirements will be completed during the term/semester in which the ceremony occurs (approval of the academic department required).

Requirements for participation in Commencement are not subject to appeal.

To be considered for participation, students must complete the Intent to Participate in Commencement Form.

## **Early Commencement Participation**

Students in good academic standing that expect to graduate at the end of semester in which the Commencement Ceremony will be held, may petition to walk early.

Interested students must complete the Intent to Participate in Commencement Form. For master's level students, the form will be reviewed and approved by the Department Chair. Approval to participate for doctorate level students will be determined by the Dissertation and Department Chair.

Students may walk in only one Commencement Ceremony, regardless of if they must delay their actual graduation term after petitioning and participating in an early ceremony.

## **Degree Conversion Policy**

The following policy covers students who have earned credit toward a Saybrook University degree program and are considering withdrawing without completing that degree.

The student or the Department Chair for the student's University degree program may initiate discussion of an option to convert the student's current degree program into a degree or certificate with lesser requirements. For example, a student who has earned 45 credits toward a PhD program may consider converting that PhD to a master's degree or certificate. Similarly, a master's degree student may consider converting the master's degree to a related certificate.

## **Degree Conversion Requirements:**

1. The decision must be completed prior to the student's formal withdrawal from the University.
2. The student must complete the actual degree requirements for the new degree or certificate. This means completing not only an adequate number of credits for the new degree program or certificate, but rather completion of the required courses.
3. Reasonable course substitution can be considered for a student making such a degree conversion. For example, a student may substitute an "Ethics and Laws in Psychotherapy and Behavioral Science Research" for an "Ethics in Healthcare" course.
4. A student converting to a lesser degree or certificate may have to continue enrollment for a time-period sufficient to complete any missing course requirements for the new degree.
5. A student who selects a degree conversion must complete the Degree Conversion form, with approval of the Department Chair, College Dean, and VPAA.
6. The Degree Conversion form will stipulate any course requirements still needed to qualify for the new degree or certificate.



# Student Research and Institutional Review Board Policies and Procedures

## Overview

Saybrook's doctoral research requirements are designed to provide a sequence of research experiences are designed around 7 program level learning outcomes that prepare students for the successful completion of the dissertation. Saybrook's master's research sequence is also designed around 7 program level learning outcomes that prepare students to be successful consumers of research. Research program outcomes coincide with, and support, academic program goals.

In both master's and doctoral programs, **research** learning outcomes are introduced and developed in foundational research courses and advanced across the research sequence. The Department of Research courses are designed with active learning activities that engage students in discussion and practice activities to develop research skills and knowledge **that are measured in key assignments.**

## Core Domain of Research Competency

Doctoral Research Program Outcomes	
<b>PLO1: Research Literature</b>	Students demonstrate the ability to identify, critically evaluate, summarize and synthesize published research in their field.
<b>PLO2: Research Logic and Design</b>	Students demonstrate understanding of the basic elements of qualitative, quantitative, and mixed method research, including philosophical assumptions, research design, and specific research methods.
<b>PLO3: Data Collection</b>	Students identify, assess, and select from various types of data and data collection strategies as part of the review of existing studies or in the design of original research.
<b>PLO4: Data Analysis</b>	Students identify, assess, and make choices about analysis strategies as part of the review of existing studies or in the design of original research.
<b>PLO5: Reporting Research</b>	Students critically evaluate reported research and effectively present empirical research for scholarly presentation or publication.
<b>PLO6: Research Ethics</b>	Students critically evaluate ethical issues in existing research and demonstrate understanding of intellectual property, human subjects protections and referencing research with integrity and in alignment with professional ethical standards.
<b>PLO7: Research and Practice</b>	Students demonstrate the connection between research and practice. Students explain how research findings inform practice and how practice suggests research topics.
Master's Research Program Outcomes	
<b>PLO1: Research Literature</b>	Students demonstrate the ability to identify, critically evaluate, summarize and synthesize published research in their field.

<b>PLO2: Research Logic and Design</b>	Students demonstrate understanding of the basic elements of qualitative, quantitative, and mixed method research.
<b>PLO3: Data Collection</b>	Students identify and assess various types of data and data collection strategies as part of the review of existing studies.
<b>PLO4: Data Analysis</b>	Students identify and assess different analysis strategies as part of the review of existing studies.
<b>PLO5: Reporting Research</b>	Students critically evaluate reported research and effectively present empirical research in the support of scholarly arguments and evidence-based decisions.
<b>PLO6: Research Ethics</b>	Students critically evaluate ethical issues in existing research, demonstrate understanding of intellectual property, and reference research with integrity and in alignment with professional ethical standards.
<b>PLO7: Research and Practice</b>	Students demonstrate the connection between research and practice. Students explain how research findings inform practice.

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

Saybrook University IRB has a Federal Wide Assurance (FWA00014486) and complies with the standards and guidelines of the Office for Human Research Protections (OHRP) of the U.S. Department of Health and Human Services and the federal laws (45 CFR 46) pertaining to research using human beings. 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 participants. Saybrook University subscribes the Collaborative Institutional Training Initiative (CITI Program) to provide education and training related to research ethics to the Saybrook research community.

### 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 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.

In accordance with the federal regulations, the Saybrook IRB verifies that all researchers submitting to the IRB have received human research ethics training within the last 3 years. Saybrook researchers can complete this training through the CITI Program online. All Saybrook researchers are required to submit their IRB application form and supplemental documents through our online submission system, Mentor IRB. Applications are signed electronically by all investigators within the Mentor IRB system. Saybrook researchers are expected to follow the IRB approved protocol for any research involving human participants. The IRB application must be approved by the IRB before a researcher

may begin recruiting participants or collecting any data. Researchers are also expected to report to the Saybrook IRB any unanticipated problems or risks to participants. Conducting research with human participants prior to IRB clearance is considered a major ethical violation and could result in the loss of your data.

Student research is submitted to the IRB with a Saybrook faculty advisor serving co-principal investigator. Dissertation chairs serve as faculty advisor for student dissertation research as do faculty supervising as student practicum, pilot study or master's projects. Faculty advisors and all other co-PIs must review all IRB application materials and sign-off on the student's materials before they are submitted to the IRB for review in Mentor IRB. During a student research study, the faculty co-PIs provide oversight and guidance. If a student has questions about the role of the IRB in the research, they should consult with their faculty member thesis/project/dissertation chair, as well as the Director of the Saybrook IRB at [irb@saybrook.edu](mailto:irb@saybrook.edu). A 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, and possible dismissal from Saybrook.

## **Research Misconduct Policy**

Saybrook University is committed to the integrity of research by adhering to the highest ethical and moral standards. All Saybrook researchers avoid misconduct in proposing, conducting, and reporting research.

## **Definition of Research Misconduct**

Research misconduct means fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Research misconduct involves:

- Making up data or results and recording or reporting them.
- Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research conducted is not accurately represented in the research record, including the IRB reviewed application and materials
- The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.
- Duplicate Publication of Data is publishing, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.
- Research misconduct does not include honest error or differences of opinion.

## **Criteria for Establishing Research Misconduct**

A finding of research misconduct made under this policy requires that:

- There be a significant departure from accepted practices of the relevant research community; and
- The misconduct be committed intentionally, knowingly, or recklessly; and
- The allegation be proven by a preponderance of the evidence.

## **Rights and Authority of Saybrook's Institutional Review Board (IRB) in Responding to Research Misconduct**

The IRB determines whether research is conducted in accordance with institutional policy and/or federal and state regulations. The IRB has the authority to suspend or terminate the IRB approval of research that is not being conducted in accordance with institutional policy, and/or state and federal regulations, or has been shown to result in adverse consequences to human participants including but not limited to: harm to participants or others.

## Suspensions

A suspension of a previously IRB approved research study is a *temporary* postponement or cessation of research activities. The study can be reopened without a resubmission of a new protocol. A decision to suspend will be made by a majority vote by the IRB (with a quorum present). The IRB will also formulate a specific action plan to be followed by the Principal Investigator (PI) to rectify any identified violations of the above policies and/or regulations. The action plan might also consist of questions to be answered by the PI. The suspension cannot be lifted until the PI supplies the response(s) and information to the IRB. The IRB committee will then review and vote (by a majority vote with quorum present) to lift the suspension.

## Terminations

A termination of a previously IRB approved research study is a *permanent* discontinuation of the research study. All research activities are ceased, and the study cannot be re-opened without the approval of a new protocol. A decision to suspend will be made by a majority vote by the IRB (with a quorum present).

The IRB will report any decisions to permanently terminate a particular research study to the Vice President of Academic Affairs:

1. In the event that research misconduct is suspected, the party or parties suspecting the misconduct may communicate that to the Institutional Review Board, either verbally or in writing.
2. The IRB determines whether research misconduct has occurred.
3. If research misconduct is found to have occurred, the IRB will determine whether the research will be suspended or terminated. Any letter of suspension or termination of approval to the PI must include a statement of the reasons for the action by the IRB. This letter is sent to the PI, the Vice President of Academic Affairs, any sponsor(s) of the research, and any other regulatory bodies.

In addition to the above action taken by the IRB, the following actions may also occur:

For Students: See *University Catalog and Student Handbook*, Academic and School Policies: Student Code of Conduct

## Student Housing Policy

Saybrook offers online or hybrid programs in order to accommodate students in their current living situations and as such, Saybrook has no responsibility to find or assist a student in finding housing. Saybrook does not have dormitories under its control. In order to make attending a residential conferences more convenient, Saybrook reserves rooms at the conference hotel for students to stay at a preferred rate. The rate varies by semester and students are notified of the rate when residential conference registration is open. Students have the right to choose the conference hotel or seek alternative accommodations.

## Teach Out Policy

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.

# Posthumous Degrees Policy

Saybrook University wishes to recognize the academic achievements of students who have passed away prior to the completion of their degrees. The procedures for review and approval of conferring the posthumous degree will be systematically conducted following specific criteria of consideration. The intent of this policy is to honor the student as a measure of compassion.

## Criteria for Consideration

1. A student must be in good academic standing with the University. Good academic standing is defined as not being on academic warning, probation, suspension, or expulsion.
2. A student must have been enrolled at the time of passing (summer excluded), or their enrollment was interrupted by injury, illness, deployment, leave of absence, etc.
3. Master's level students must have completed 50% of their degree program.
4. Doctoral level students must have completed: 1) all didactic coursework and progressed into the dissertation phase and 2) 75% of their degree program.

Note: Additional criteria may be considered as deemed warranted by the VPAA.

## Process for Request and Review

A written request must be submitted by a person affiliated with the student (e.g., family member, loved ones, fellow student, Faculty member, etc.). Moving forward through the process, this person will be designated as the student's affiliate. The formal written request should include the student's full name (as it should be written on the diploma), and the address to which a diploma should be mailed if request is approved. After review by the Department Chair, the request will be referred to the Office of the Registrar for a full review of the student's academic records in alignment with the criteria listed above. Ideally, the formal written request should be submitted no later than 60 days prior to the commencement ceremony. Any written requests received after that time frame will be considered for the next commencement ceremony, up to two (2) years following the student's passing. In addition, written requests should be received no later than two (2) years following the student's passing.

Upon verification the academic standing of the student and conducting the degree audit by the Registrar, the written request will be forwarded to the College Dean, Vice President for Academic Affairs and President, in succession for review. All parties listed must verify and approve the request for the posthumous degree to be conferred.

If the request is not approved, a written explanation of the decision will be documented in the student's records and communication will be provided to the student's affiliate (i.e., original requestor). In accordance with University regulations and standards, if approved, the request will be returned to the Office of the Registrar at which time the degree will be conferred, and the diploma ordered (free of charge) and sent to the address listed in the initial request. If the student's affiliate desires, they may attend the next available commencement (up to the two year time frame) as a representative of the student, have the student's name and degree information included in the program, and/or have the student's name read during the Commencement ceremony. In consultation with the student's affiliate, the decision to list the deceased student's name in the Commencement bulletin will be made.

Either decision will be followed by a letter and a phone call to the student's affiliate by the Department Chair and the College Dean notifying them of the disposition. If awarded, the degree will be provided to the student's affiliate, as listed on the original request.

# Student Rights and Responsibilities

- Americans with Disabilities Act (ADA)
- Alcohol and Drug-Free Guidelines
- Family Educational Rights and Privacy (FERPA)
- Grievances, Complaints, and Misconduct: Policies and Procedures
  - Informal Problem-Solving Procedures
  - Student Grievances Procedure
  - External Complaint
- Anti-Discrimination, Anti-Harassment, and Title IX Policy
- Policy Exceptions
- Student Code of Conduct
  - Student Code of Conduct Complaint Procedures
  - Review Complaint and Determination by the Assistant Vice President for Student Affairs
  - Student Code of Conduct Review Panel
  - Disciplinary Sanctions
  - Appeal Procedure
  - Student Code of Conduct Review Panel
  - Disciplinary Sanctions
  - Appeal Procedure
  - Professional Comportment
- Social Media Policy
- Student Services Personnel, Policies, and Process

## 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 ADA Coordinator, or designee. Such accommodations should be requested in a timely fashion, that is, well before the accommodation is needed (preferably before the start of the term). 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 ADA Coordinator 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 ADA Coordinator. Accommodations cannot be granted retroactively.

For purposes of reasonable accommodation, 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

Saybrook 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 the Pasadena Police Department or other local law enforcement 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 or before October 1. The Annual Security Report is published on the Campus Safety & Sexual Misconduct page of the Saybrook website [HERE](#).

## **Alcohol and Drug-Free Guidelines**

In compliance with the Drug Free Schools and Communities Act of 1986, as amended in 1989, 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. Saybrook University promotes a safe, healthy, and productive educational and work environment for all individuals in our community. We comply with federal, state, and local laws governing the possession, use and distribution of unlawful drugs at the work place. Saybrook prohibits the sale, possession, distribution or use of illicit drugs on Saybrook premises or at its functions. In addition to compliance requirements of the Drug-Free Schools and Committees 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.

## **General State Laws of Alcohol Possession and Consumption**

Individuals younger than 21 years old may not purchase, accept as a gift, or possess alcoholic beverages on any street or highway or other public place. Consumption by minors is expressly prohibited. Licensees to sell alcoholic beverages are prohibited from selling, giving, or delivering alcoholic beverages to anyone under 21 years of age. It is unlawful for anyone of legal age to purchase or obtain alcoholic beverages and then sell, give, or deliver them to a minor.

## **Health Risks Associated with Use of Illicit Drugs, the Misuse of Legal Drugs, and Alcohol Abuse**

There are health risks associated with the use of illicit drugs and abuse of legal drugs and alcohol including impaired functioning of the following major organs: liver, kidneys, brain, and other aspects of the central nervous system including impaired immune functioning and impaired lung and pulmonary functioning. The effects are both immediate and long-term. Immediate effects include impaired judgment, impaired attention span, and impaired gross and fine motor control. Long-term effects include the risk of premature death. The use of needles to inject drugs into the blood stream engenders the risk of contracting HIV or hepatitis. These health risks may affect one's daily life activities, as well as familial, social, and working relationships.

Drug and alcohol abuse causes physical and emotional dependence, in which users may develop a craving for a particular substance. Thus, their bodies may respond to the presence of such substances in ways that lead to increased drug and alcohol use.

Certain drugs, such as opiates, barbiturates, alcohol and nicotine create physical dependence. With prolonged use, these drugs become part of the body chemistry. When a regular user stops taking the drug, the body experiences the physiological trauma known as withdrawal.

Psychological dependence occurs when taking drugs becomes the center of the user's life. Drugs have an effect on the mind and body for weeks or even months after drug use has stopped. Drugs and alcohol can interfere with memory, sensation, and perception. They distort experiences and cause loss of self-control that can lead users to harm others as well as themselves.

## **Compliance**

The Assistant Vice President for 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 Assistant Vice President for Student Affairs or the Office of the President.

## **Sanctions - Code of Conduct**

Saybrook will impose discipline on faculty, students and staff members who violate this policy. Students who violate the provisions of the drug-free campus policy may be subject to any of the following sanctions in accordance with the Code of Conduct and its procedures:

- 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.
- 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, completing courses elsewhere, etc.
- d. Permanent No-Contact Directive: in certain situations, the Review Panel may impose a permanent no-contact directive for the duration of a responding party's enrollment at Saybrook.
- e. Suspension: loss of student status for a specified time with resultant loss of all student rights and privileges including all Saybrook events and activities. A suspended student will lose credit for courses carried that semester and fees and tuition will be forfeited according to the standard withdrawal policy. The disciplinary action will be recorded on the transcript and a hold will be placed on the student's record preventing registration for an upcoming term. Upon notice of suspension, all Saybrook log in credentials (including yet not limited to Saybrook student email, Canvas, Student Gateway, library services, Zoom) will be disabled immediately. A student may be dismissed during such a suspension if the conditions of the suspension are violated.
- f. 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).

## **Legal Sanctions Under Federal and State Law**

Violating California state statutes may also subject the individual to criminal prosecution.

Federal penalties and sanctions for illegal possession of a controlled substance are as follows:

- First conviction: up to one-year imprisonment or a fine of at least \$1,000



- After one prior drug conviction: at least 15 days in prison, not to exceed two years, and a fine of at least \$2,500 but not more than \$250,000, or both
- After two or more prior drug convictions: at least 90 days in prison, not to exceed three years, and a fine of at least \$5,000
- Special sentencing provisions for possession of crack cocaine: mandatory sentencing of at least five years in prison, not to exceed 20 years, and a fine of up to \$250,000, or both, if the first conviction and amount of crack possessed exceeds five grams, the second crack conviction and the amount of crack possessed exceeds three grams, third or subsequent crack conviction and the amount of crack possessed exceeds one gram
- Forfeiture of personal property used to possess or to facilitate possession of a controlled substance, if that offense is punishable by more than a one-year imprisonment
- Forfeiture of vehicles, boats, aircraft, and any other conveyance used to transport or conceal a controlled substance
- Civil penalty of up to \$10,000
- Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, for up to one year for first offense or up to five years for second and subsequent offenses
- Ineligibility to receive or purchase a firearm.
- Revocation of certain federal licenses and benefits, (for example, pilot licenses, public housing tenancy, and so on.) as vested within the authorities of individual federal agencies
- Any person convicted of drug trafficking occurring within 1,000 feet of an academic institution is subject to prison terms and fines twice as high as listed above with a mandatory prison sentence of one year for each offense

This list has been included for reference purposes only. The most current information can be found on the website of the U.S. Drug Enforcement Administration.

## **Counseling, Treatment, or Rehabilitation Programs**

Any student who fails to abide by the terms of the Alcohol and Drug-Free provisions may be required to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency. Specific programs of counseling or rehabilitation are available within the Pasadena, California area.

## **Substance Abuse Resources**

Student Solutions: Student Solutions is a free, confidential, around-the-clock counseling service available to all Saybrook students. Available resources include: confidential counseling, substance abuse counseling, financial guidance and legal support and resources.

866.379.0894

[www.guidanceresources.com](http://www.guidanceresources.com)

Web identifier: SAYBROOK

Employee Assistance Program (EAP): Saybrook employees also receive counseling services through the EAP, which is available 24 hours a day, 7 days a week.

800.272.7255

[www.guidanceresources.com](http://www.guidanceresources.com) Your company web ID: COM589

## **Distribution**

This policy is distributed annually to all students and employees pursuant to Public Law 101-226 (The Drug-Free Schools and Communities Act Amendment of 1989). Saybrook will regularly review the terms of this policy to:

1. Determine its effectiveness;
2. Implement changes, as needed, and
3. Ensure that sanctions are consistently reinforced.

## **Family Educational Rights and Privacy (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. Education records are defined as records related to a student which contain personally identifiable information. Education records do not include: personnel files, files maintained by law enforcement, and records protected by the Health Insurance Portability and Accountability Act (HIPAA). Academic records may include transcripts, Add/Drop forms, Status Change Requests, etc.

### **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 Assistant Vice President for 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)
- Title of dissertation, thesis, project or capstone essay, including name of Chair/Advisor/Instructor

# **Grievances, Complaints, and Misconduct: Policies and Procedures**

## **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. This procedure shall not be used to resolve conflicts between students. 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 college will be contacted for assistance. In addressing problems with faculty not resolved in dialogue with the faculty member, the Department Chair or Dean of the College will 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 Assistant Vice President for Student Affairs. The Assistant Vice President for Student Affairs assists 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 Procedure**

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 Anti-Discrimination, Anti-Harassment and Title IX Policy, as set forth in this catalog, shall follow the school's procedures for such complaints as outlined in this catalog and will be monitored by the Assistant Vice President for Student Affairs. Please contact the Assistant Vice President for Student Affairs if you have any questions about which process should be used.

To commence formal grievance procedures, a student must submit a Student Grievance Intake Form to the Assistant Vice President for Student Affairs within 30 days of the conclusion of the informal problem-solving effort if one occurred. The Student Grievance Intake Form is available on the Saybrook Community Site. The Student Grievance Intake Form must include the following:

- The student's name, email address, phone number, degree and department, and matriculation history;
- The date the grievance is submitted;
- The decisions by Saybrook and the events that give rise to the grievance;
- The policies of Saybrook and/or any laws that have been violated and in what manner there has been material damage or adverse impact 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 Assistant Vice President for Student Affairs or his/her Designee will review the documentation. The Assistant Vice President for 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.

If the Assistant Vice President for Student Affairs believes that the matter at issue is properly deemed to be a grievance as defined by this policy, the Assistant Vice President for Student Affairs will convene a Grievance Review Committee, comprised of the Assistant Vice President for Student Affairs serving as the Chair and two other members. The Assistant Vice President for Student Affairs will notify the complainant and the Grievance Review Committee of the date of the hearing, the information that will be presented to the Committee, the members of the

Committee and a summary of the procedures for hearing the grievance. If the grievance is against the Assistant Vice President for Student Affairs, the student may submit directly to the Vice President of Academic Affairs and the Vice President of Academic Affairs will convene the Grievance Review Committee.

The Grievance Review Committee will be convened and provide a resolution within 30 days of the filing of the grievance. The hearing of the grievance shall include gathering information submitted by the complainant and by any officer, agent or representative of Saybrook who decision or actions are at issue, or other information as requested by the Chair. A record of the hearing shall be kept by the Chair, including copies of exhibits, notes on the information provided by witnesses and parties, and the hearing may be recorded. The complainant will be present when the Grievance Review Committee meets and may bring another member of the Saybrook community to the hearing as a support person. The hearing shall be closed to any person who is not a party to the grievance, a person called by the Chair to provide information or the complainant's support person. The hearing shall be closed to any person who is not a party to the grievance, or a person called by the Chair to provide information. The Chair shall regulate the presence of persons and the calling of persons to provide information. 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 Review Committee for confidential assessment of the matter, and upon conclusion of the assessment meeting the Grievance Review Committee shall issue a determination report which must be approved by majority vote of the Grievance Review Committee.

## **Appealing Grievance Committee Resolution**

If 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 Vice President of Academic Affairs. If a student decides to file an appeal, it must be filed with the Vice President of Academic Affairs within ten (10) business days of the determination by the Grievance Review Committee and it must state the grounds for appeal including a list of alleged errors in the decision or decision-making process. It must include the requested remedy, the date of submission, and signature of the student. The Vice President of Academic Affairs 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-

1. Determine that the Grievance Review Committee outcome stands.

The Vice President of Academic Affairs will, within ten (10) business days, issue a final and binding decision.

## **External Complaint**

A student is expected to follow the internal grievance procedures above, before filing a complaint with 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.

To file an external complaint, the student is advised to find the state of residence at <https://www.saybrook.edu/about/state-authorizations/>.

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](http://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.

Wisconsin students may contact the Educational Approval Program if the complaint is not satisfactorily resolved via the school's internal complaint procedures. The EAP's contact information, including email address, phone number, and mailing address are as follows:

State of Wisconsin / Department of Safety and Professional Services  
Educational Approval Program  
P.O. Box 8366  
(608)266-1996  
Madison, WI 53708  
[DSPSEAP@wisconsin.gov](mailto:DSPSEAP@wisconsin.gov)

For students residing in the state of Washington, the Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit <https://www.wsac.wa.gov/student-complaints> for information regarding the WSAC complaint process.

## **Anti-Discrimination, Anti-Harassment, and Title IX Policy**

\*The text below is a summary of Saybrook University's Anti-Discrimination, Anti-Harassment and Title IX Policy ("Policy"). For the full Policy, please visit or click [HERE](#). For additional resources, please visit the Student Gateway.

### **Introduction**

Saybrook University acknowledges its ethical and statutory responsibility to afford equal treatment and equal opportunity to all persons and thus complies with all applicable laws and directives regarding nondiscrimination and equality of opportunity. As required by Title VI, Title IX, Section 504 and all other applicable federal and state laws, Saybrook does not discriminate and prohibits discrimination and harassment against its employees, students, and applicants based on race, ethnicity, color, sex, gender, gender identity, gender expression, genetic information, religion, creed, age (40 years or older), national origin or ancestry, sexual orientation, physical or mental disability, marital or parental status, pregnancy, military or veteran status, political activities/affiliations or any other impermissible reason in its programs and activities ("Protected Category" or "Protected Categories").

Saybrook is committed to creating and maintaining a safe learning and working environment that is free from unlawful discrimination, harassment and retaliation. The Policy prohibits discrimination, harassment, and Sexual Misconduct, which includes Sexual Harassment, and all other forms of discrimination and harassment based on membership in any Protected Category. The Policy also prohibits retaliation against anyone who exercises their rights under the Policy.

The Policy applies to all employees, students, and other Saybrook Community Members. Saybrook has jurisdiction to investigate conduct occurring on Saybrook's campuses, 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.

## **Discrimination**

Discrimination is adverse action taken against or harassment of an individual based on membership in any Protected Category.

## **Harassment**

Harassment refers to unwelcome behavior based on membership in any Protected Category. Harassment becomes impermissible where 1) enduring the offensive conduct becomes a condition for any academic-related purpose, or 2) the conduct is severe or pervasive enough to create an academic environment that a reasonable prudent person would consider intimidating, hostile, or abusive.

Sexual Harassment, as an umbrella category includes the offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex that satisfies one or more of the following: quid pro quo, sexual harassment, sexual assault, dating violence, domestic violence, stalking as defined in the full Policy. Sexual Harassment may fall within or outside of the Title IX definition of Sexual Harassment found in Appendix B of the full Policy.

Petty slights, annoyances, and isolated incidents will not rise to the level of violation of a Saybrook policy or rule. To be considered a violation, the conduct must create an environment that would be intimidating, hostile, or offensive to a reasonable person.

Offensive conduct may include but is not limited to jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, or interference with academic performance.

When discriminatory harassment rises to the level of creating a hostile environment, Saybrook may also impose sanctions on the Respondent through the application of the appropriate grievance process set forth in the Policy.

The Policy includes a prohibition of online and cyber manifestations of any of the behaviors prohibited through this policy when those behaviors occur in or have an effect on Saybrook's education program and activities or use Saybrook networks, technology, or equipment.

## **Retaliation**

Saybrook also bars retaliation against any person who exercises their rights under the Policy, including filing a good faith report of discrimination or harassment, participating in the complaint resolution procedures relating to the same, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

## **Reporting Complaints of Discrimination, Harassment or Retaliation**

For the full Policy as well as additional resources, please visit or click [HERE](#).



A student who believes they have been subject to unlawful discrimination, harassment or retaliation on the basis of a Protected Category, whether by faculty members, employees, training supervisors, visitors or other students, should report such matters to the Title IX Coordinator. Preparation of a written complaint may be required depending on the basis for the complaint. Complaints should include details of the incident or incidents, names of the individuals involved, names of any witnesses and any documents supporting the complaint.

### **Response to Complaints - Resolution Processes**

When the Title IX Coordinator receives a complaint, they will take prompt and appropriate action. The process used to address the complaint will depend on the subject matter of the complaint. For complaints of Title IX Sexual Harassment, the Title IX Grievance Process, as described in Section C of the Policy, will be used. For all other complaints, the General Discrimination, Harassment and Retaliation Resolution Process, as described in Section B of the Policy, will be used. In some instances, an informal resolution process may be used, if deemed appropriate. Complaints and investigations will be handled on a confidential basis, to the extent possible, with regard for the rights of Complainants and Respondents. Information about the complaint and investigation will only be released on a need-to-know basis, or as otherwise required or permitted by law.

### **Other Reporting Options**

Students may also decide to report to law enforcement, if applicable, although they are not required to do so. 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 to gather needed evidence before it is lost or destroyed, and that the Complainant will receive timely notice of potentially helpful victim/witness services.

In addition, students may contact a professional counselor, domestic violence counselor or pastoral counselor, not connected to Saybrook, either through Student Solutions, or through other agencies or resources. Information about Student Solutions and other resources are available on the Student Gateway. 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.

### **Supportive Measures**

Complainants and Respondents may request supportive measures, including but not limited to academic support, extensions of academic deadlines, class schedule modifications, withdrawals, leaves of absence, no-contact order, student financial aid counseling and referral to counseling, medical or other healthcare services and visa and immigration assistance, which shall be provided, as deemed appropriate, in accordance with the Policy. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to Saybrook's Education Program or Activity, including measures designed to protect the safety of all parties or Saybrook's educational environment, and/or deter harassment, discrimination, and/or retaliation.

Saybrook will maintain the privacy of the supportive measures, provided that privacy does not impair Saybrook's ability to provide the supportive measures. Saybrook will act to ensure as minimal an academic impact on the parties as possible. Saybrook will implement measures in a way that does not unreasonably burden any party.

### **Emergency Removal**

In certain circumstances, the Title IX Coordinator may determine that an emergency removal is appropriate. If that decision is made, the Respondent will be notified of the decision and be given the option to meet with the Title IX Coordinator prior to such emergency removal being imposed or as soon thereafter as reasonably possible to show cause why the action should not be implemented or should be modified.

### **Title IX Advisors**

The Complainant and Respondent are entitled to have a Title IX Advisor of their choosing accompany them to any meeting or proceeding within the Title IX Formal Grievance process, if they so choose. The parties may select whoever they wish to serve as their Title IX Advisor as long as the Title IX Advisor is eligible and available. At the hearing, cross-examination is required and must be conducted by the parties' Title IX Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have a Title IX Advisor for a hearing, the Title IX Coordinator will appoint a trained Title IX Advisor for the limited purpose of conducting any cross-examination during the hearing. Contact the Title IX Coordinator to obtain a list of those individuals available to serve as a Title IX Advisor.

### **Sanctions and Remedial Action**

If the Hearing Officer\_ determines that the Policy was violated, sanctions may be imposed and effective remedial action will be taken. Individuals who violate the Policy will be subject to disciplinary action, up to and including removal from Saybrook University. In addition, appropriate action will be taken to deter any future unlawful discrimination, harassment or retaliation.

For students, the sanctions that may be imposed include:

- Formal written warning;
- Professional Improvement Plan (a plan intended to require reflection and remediation of behavior found to be in violation of this policy);
- No contact order pertaining to certain Saybrook Community Members or physical locations;
- Probation (a written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within one academic year.
- Suspension (termination of student status for a definite period of time not to exceed one academic year and/or until specific criteria are met.
- Withholding of degree conferral and/or issuance of a certificate;
- Referral to counseling services and/or Student Solutions for the Respondent;
- Required training or education; and/or
- Dismissal from Saybrook.

### **Appeals**

The parties have the right to appeal a decision made, in certain circumstances. The details of the appeals process depend on the subject matter of the complaint. For appeals resulting from a report of Title IX Sexual Harassment, the Appeals process contained within the Title IX Grievance Process, as described in Section C of the Policy, will be used. For all other appeals, the General Discrimination, Harassment and Retaliation Resolution Process, as described in Section B of the Policy, will be used.

## **Policy Exceptions**

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

Exceptions to selected Saybrook institutional policies may be granted on a discretionary basis after review by the Petition for Policy Exception Committee. Should a current or former student (hereafter referred to as "petitioner") face an extenuating circumstance that necessitates a request for exception to selected institutional policies, the petitioner may present a case for their desired exception using the Petition for Policy Exception. An extenuating circumstance is defined as a documented serious medical issue such as illness or injury of the petitioner; a documented death, serious

injury, or severe illness of a primary family member (spouse or partner, child, parent or guardian, grandparent, or sibling); an institutional error; or other similar specified reason.

#### **Discretionary Funding:**

The Petitions Committee will also review student petitions for discretionary funding. 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 petition. If no supporting documentation is provided or the form is incomplete, a petition will not be reviewed.

Students may only submit one request for discretionary funding per academic year. No petitions will be reviewed from students who have submitted requests within the current academic year. Currently enrolled students may not submit a request for a semester prior to the current academic year. Requests 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).

Submitting a petition in no way guarantees that a policy exception will be granted. All decisions made by the Petition for Policy Committee are final and cannot be overturned or appealed. The policy exception procedure is institutional not judicial, so there is no role for legal counsel.

#### **Limitations:**

Policy Exception cannot be used to appeal a disciplinary decision, appeal a grade, change a curriculum or timeframe of a degree program, and/or request an exception to academic department policy. The petition may not be used for accessibility accommodation. A student requiring accommodation under the Americans with Disabilities Act must follow the process outlined in the Accessibility Accommodations section of this Catalog.

Petitions for tuition waiver will not be considered in the following instances:

- Lack of knowledge or misinterpretation of Saybrook policies and procedures as published in the Catalog 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)

#### **Submitting a Petition for Policy Exception or Discretionary Funding:**

A petitioner is encouraged to seek supporting signatures from their Department Chair and Course Instructor of Record (if applicable) for all requests. Additional signatures may be required for specific types of petitions. Signatures must be applied to the petition before it is submitted for consideration. Department Chair signature is not required for discretionary funding petitions.

A petition for policy exception or for discretionary funding must be signed, dated, and submitted by the petitioner via email to the Office of Student Affairs. A petition submitted by another party will not be accepted except in cases where the petitioner is incapacitated. In such a case, a petitioner's FERPA Release Designee must consult with the Assistant Vice President for Student Affairs on whether they may submit the petition. A petition must be submitted no later than the Add/Drop deadline two terms/one semester after the one in which the extenuating circumstance occurred. The Add/Drop deadline is posted on the Academic Calendar.

#### **Outcomes:**

Outcomes granted through policy exception include but are not limited to tuition forgiveness, assignment of a "W" grade, compassionate withdrawal or waiver of selected fees. Non-refundable institutional fees such as, Student Institutional Service, Payment Plan Enrollment, Late Payment, and Degree Conferral fees may not be petitioned. When requesting tuition forgiveness, courses dropped after 60% of the term/semester has expired are eligible for up to 50% maximum tuition forgiveness only. Tuition forgiveness may result in a refund to the petitioner's lender, a credit applied to the petitioner's student account, or a refund to the petitioner. The institution will determine how forgiveness will be processed, and it will consider the nature of the petition, financial aid regulations, what is in the best interest of the petitioner, and other external rules in making a determination.

Petitions that fail to comply with this policy may be rejected by the Assistant Vice President for Student Affairs who will provide written notification to the petitioner. Additional information, including the petition form, is available from Student Affairs.

## **Student Code of Conduct**

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

Students are responsible for knowing and understanding all Saybrook policies, rules, and regulations and for complying with Saybrook's Code of Conduct. 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 larger society of which it is a part. This policy applies to enrolled students and to students who have yet to enroll in classes but are admitted to Saybrook, those who choose to take a Leave of Absence (LOA), withdraw, for any misconduct that occurred post-admission but prior to enrollment in classes, and/or prior to the student taking leave, or withdrawing. If sanctioned, a hold may be placed on the student's ability to enroll, re-enroll, and/or graduate, and all sanctions must be satisfied prior to the hold being released. Saybrook also retains conduct jurisdiction over certificate and non-degree seeking students.

#### **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 each other, including specifically, diversity of opinions and beliefs. This policy applies to conduct at Saybrook or in direct connection with any activity sponsored by Saybrook. Unacceptable behaviors include, but are not limited to, conduct that:

- a. 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 unlawful possession, use, sale or distribution or knowing possession of illegal drugs or narcotics; being under the influence of non-prescription drugs or alcohol; or possession or use of explosives or deadly weapons or other weapons; or

- b. Constitutes violation of the policies set forth in the catalog related to plagiarism or academic honesty as well as drug-free policies. Note that allegations of sexual assault, dating violence, domestic violence or stalking, or to unlawful discrimination, harassment or retaliation based on any protected classifications are handled in accordance with the Anti-Discrimination, Anti-Harassment and Title IX Policy; or
- c. Constitutes an overt attempt to intimidate, offend or demonstrate hostility towards others that exceeds civil expressions of difference; or
- d. Constitutes a gross breach of 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
- e. 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
- f. Violates, or seriously threatens to violate, any federal, state, or local law; or
- g. 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
- h. Solicits or assists another to perform an act which violates this Policy; or
- i. Fails to participate in the proceeding of the Review Panel called to review his/her student conduct; or
- j. Fails to abide by the Professional Comportment requirements set forth below.

#### **Student Code of Conduct Complaint Procedures**

- a. Administration. This Student Code of Conduct (SCC) is administered by the Assistant Vice President for Student Affairs or their Designee.
- b. Initiation of Complaint. Any member of the Saybrook community may file a complaint of SCC violation with the Assistant Vice President for Student Affairs or Designee. Note that the complaint procedure below does not apply to allegations of sexual harassment, dating violence, domestic violence or stalking, or to unlawful discrimination, harassment or retaliation based on any protected classifications which are addressed in the Anti-Discrimination, Anti-Harassment and Title IX Policy. The Assistant Vice President for Student Affairs or Designee may also initiate an inquiry into possible violations of the SCC.
- c. Definitions.
  - 1. Referring Party - individual filing a Student Code of Conduct Complaint.
  - 2. Responding Party - student whom the complaint is filed against.
  - 3. Support person - Faculty or staff member employed by Saybrook, accompanying a student at a Review Panel hearing.
- d. Filing a Complaint. A complaint of violation of the SCC shall be filed with the Assistant Vice President for Student Affairs or Designee using the Student Code of Conduct Complaint Form, summarizing the allegations and related facts.

#### **The Student Code of Conduct Complaint Form must include:**

- 1. the name of the referring party;
- 2. the name of the person who is the subject of the complaint (responding party);
- 3. the date(s) on which the alleged violation(s) took place;
- 4. the place or places where the alleged violation(s) occurred;

5. a statement describing the alleged violation(s);
6. all sections of the SCC allegedly violated;
7. the names of any witnesses to the alleged violation(s);
8. a brief statement of the remedy sought by the referring party; and
9. the signature of the referring party with the date when the complaint is filed.

The Assistant Vice President for Student Affairs or Designee will prepare the Student Code of Conduct Complaint Form himself/herself when he/she initiates the inquiry.

### **Review Complaint and Determination by the Assistant Vice President for Student Affairs**

If the Assistant Vice President for Student Affairs has a conflict of interest due to the nature of the complaint or the accused student's disciplinary history, or if the student believes that the Assistant Vice President for Student Affairs may be unable to be impartial or may have a conflict of interest, the complaint may be referred to the Associate Assistant Vice President for Student Affairs or their designee for review and determination regarding the alleged conflict of interest. The Associate Assistant Vice President for Student Affairs will determine if a conflict exists, and their decision is final. A copy of the complaint will be provided to the responding party. If the Assistant Vice President for Student Affairs is considering imposing discipline, the complaint will be provided to the responding party.

Upon an initial determination by the Assistant Vice President for Student Affairs or Designee, based upon his or her own informal inquiries and investigation, that the SCC may have been violated or has been violated, the Assistant Vice President for Student Affairs or Designee 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 Assistant Vice President for Student Affairs or Designee to consult witnesses, the referring party and/or the responding party to determine the correct course of action. The Assistant Vice President for Student Affairs or Designee will make this decision within ten (10) business days of receiving the completed Student Code of Conduct Complaint Form.

The Assistant Vice President for Student Affairs or Designee shall investigate the SCC complaint and determine its validity, determine the nature of the violation, and determine the appropriate resolution process. The investigation will include an opportunity for the responding party to provide information. That resolution may occur informally or through formal consideration by the Review Panel. The Assistant Vice President for Student Affairs may impose formal disciplinary sanctions up to and including probationary status. The responding party will be informed in writing if the Assistant Vice President for Student Affairs imposes formal disciplinary sanctions without formal consideration by the Review Panel. The responding party will also be provided with instructions on filing an appeal; and any such appeal must be made in accordance with the standards outlined in the Appeal Procedure section of the catalog.

### **Administration Suspension**

In extreme circumstances, the Assistant Vice President for Student Affairs or Designee may impose an administrative suspension on a student believed to:

1. pose a significant risk to the safety of other students, faculty, or community members from school events and/or programs; or
2. pose a threat of disruption of the educational process and other activities of the Saybrook community.

Such a suspension would restrict the individual's ability to enter Saybrook property or attend Saybrook events or activities 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 Saybrook property, Saybrook events or Saybrook activities 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.

In all cases in which an Administrative Suspension is imposed on a student, the student will be given notice of the action and the option to request to meet with the Assistant Vice President for Student Affairs prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the action/removal should not be implemented or should be modified. This meeting is not a hearing on the merits of the allegation(s), but rather is an administrative process intended to determine solely whether Administrative Suspension is appropriate. There is no appeal process for Administrative Suspension decisions. At the discretion of the Assistant Vice President for Student Affairs or Designee, alternative coursework options may be pursued to ensure as minimal an academic impact as possible on the responding party. A student who is placed on Administrative Suspension is not considered in good conduct standing for the duration of the investigation of the alleged Student Code of Conduct violation(s).

In cases that involve an Administrative Suspension as described above, the Assistant Vice President for Student Affairs and/or the Associate Assistant Vice President for Student Affairs maintains the right to continue or initiate an Administrative Suspension, pending the outcome of the Review Panel proceedings and any subsequent appeal.

### **No-Contact Directive**

The Assistant Vice President for Student Affairs or Designee may issue a no-contact directive to one or both parties to address safety concerns as well as to minimize the disruption of the educational process for any students involved. The no contact directive will prohibit a party from contacting another party via telephone, email, social media, or third party until the alleged Student Code of Conduct violation is resolved

### **Informal Resolution**

The Assistant Vice President for Student Affairs or Designee may decide to resolve an alleged Student Code of Conduct violation informally. As part of the informal resolution process, the Assistant Vice President for Student Affairs or Designee will:

1. Schedule time to meet with the responding party to discuss the alleged Student Code of Conduct violation(s), hear the responding party's response to the alleged violation(s) and counsel the responding party, as appropriate.
2. Send Notice of Informal Resolution in writing to the responding party's Saybrook email account within ten (10) business days of the meeting. The Notice of Informal Resolution may include:
  - a. Agreement by the responding party to refrain from engaging in specific behaviors;
  - b. Participation in an educational activity; or
  - c. Participation in conciliation processes as appropriate

The Notice of Informal Resolution is not a formal disciplinary sanction, but the documentation will be retained in the Student Affairs Student Code of Conduct records.

### **Complaint Dismissal**

Upon review of the Student Code of Conduct Complaint form, supporting documentation, and/or meeting with the responding party, the Assistant Vice President for Student Affairs or Designee, may determine no Student Code of Conduct violation(s) occurred. If no violation(s) is found, the responding party will be notified of this decision in writing, and the matter will be considered resolved. The letter of no finding and documentation will be stored in the Student Affairs Student Code of Conduct records.

### **Student Code of Conduct Review Panel**

At their discretion, the Assistant Vice President for Student Affairs or Designee may determine a matter warrants formal consideration and action, even if informal resolution has been attempted. In such cases, the Assistant Vice President for Student Affairs or Designee will convene a formal Review Panel chaired by the Assistant Vice President for 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 and on the Review Panel process. Its membership shall be

approved by the Assistant Vice President for Student Affairs or Designee. The Review Panel 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. Note that a Review Panel is not required to be convened before an Administrative Suspension is imposed, as described above. The Review Panel shall be convened within ten (10) business days of the determination by the Assistant Vice President for Student Affairs or Designee that a Review Panel is warranted.

### **Review Panel**

The Review Panel will review the complaint with the responding party, conduct interviews and review any pertinent records, and discuss options for resolving the complaint. If the responding party has reason to believe that a member of the Review Panel may be unable to be impartial or may have a conflict of interest, the responding party may request that the Assistant Vice President for Student Affairs disqualify that member from the Review Panel. Only the Assistant Vice President for Student Affairs or Designee may grant a request for disqualification, and his/her decision in such matters is final, unless responding party claims that the Assistant Vice President for Student Affairs is the individual with a conflict. In that situation, the Associate Assistant Vice President for Student Affairs will determine if a conflict exists and their decision is final.

The Assistant Vice President for Student Affairs will send a notice to the responding party 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 responding party shall also be notified of his/her right to have a support person of his or her choice, as defined above, present at the Review Panel proceedings with him/her. The responding party 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 responding party will be notified at least five (5) business days before the date of the Review Panel proceedings, except in an emergency. Students are required to participate in the Review Panel proceedings that will be held via video conference. A student who does not comply with the request to participate in the proceeding of the Review Panel called to review his/her student conduct may be found in violation of the Student Code of Conduct.

### **Review Panel Proceedings Procedures**

1. The Assistant Vice President for Student Affairs or Designee will summarize the alleged violation(s) of the SCC and notify responding party of the process to be followed during the proceedings.
2. The Review Panel will conduct any interviews of witnesses, which may include the referring party, who are present in person or by telephone/video.
3. The Assistant Vice President for Student Affairs will ask the responding party to respond to the complaint and will note the responding party's comments.
4. The Review Panel will ask clarifying questions of referring party, witnesses and/or the responding party to gather pertinent information.
5. In cases where a responding party does not appear after proper notice or does not provide justifiable reasons for nonappearance, a decision will be rendered in the absence of the responding party. In this circumstance, the responding party may not appeal on the grounds that they have additional evidence that was not available at the time of the proceeding.
6. Once the Review Panel completes its proceedings, it shall render a decision. Such decision will be made within ten business (10) days of the conclusion of the Review Panel proceedings, except in extenuating circumstances. If the Review Panel determines that a preponderance of evidence indicates that the responding party is responsible for violating Saybrook's SCC, the Review Panel will then issue appropriate sanctions to the responding party through a letter of sanction.
7. The Assistant Vice President for Student Affairs will send notice of the Review Panel's decision in writing to the responding party within ten (10) business days of the hearing. Instructions on filing an appeal will be provided to the responding party in writing. The responding party will also be informed in writing if the Review Panel determines that they are not responsible for any violation of the SCC.



8. The responding party may appeal the decision according to the standards outlined in the Appeal Procedure section of the catalog below.
9. 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 and/or any sanctions complied with.

All communication, including notices and the letter of sanctions, will be transmitted through the responding party's Saybrook email address. A student's personal email address will only be used if a responding party's Saybrook email is disabled. In the event the responding party is not able to be reached by personal email, follow up communication will be sent via certified or overnight mail.

### **Disciplinary Sanctions**

Any student or students found in violation of any SCC provisions by the Assistant Vice President for Student Affairs (individually or on the findings of a Review Panel) 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.
- 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, completing courses elsewhere, etc.
- d. Permanent No-Contact Directive: in certain situations, the Review Panel may impose a permanent no-contact directive for the duration of a responding party's enrollment at Saybrook.
- e. Suspension: loss of student status for a specified time with resultant loss of all student rights and privileges including all Saybrook events and activities. A suspended student will lose credit for courses carried that semester and fees and tuition will be forfeited according to the standard withdrawal policy. The disciplinary action will be recorded on the transcript and a hold will be placed on the student's record preventing registration for an upcoming term. Upon notice of suspension, all Saybrook log in credentials (including yet not limited to Saybrook student email, Canvas, Student Gateway, library services, Zoom) will be disabled immediately. A student may be dismissed during such a suspension if the conditions of the suspension are violated.

After the period of Suspension, the responding party will be reinstated if:

1. The responding party has satisfied the terms of the suspension as set forth by the Review Panel in the Notice of Outcome; and
2. The responding party meets the standards as identified by the Saybrook Satisfactory Academic Progress policy.

### **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) immediately. Upon dismissal, all Saybrook log in credentials will be disabled immediately, as outlined above.

### **Decisions in Absentia**

If a responding party fails to participate in a Student Code of Conduct process, or withdraws from Saybrook during a pending Student Code of Conduct review including informal resolution and Review Panel Proceedings, the Assistant Vice President for Student Affairs or Designee may move forward with resolving the matter without the responding party's participation.

### **Appeal Procedure**

A responding party has the right to submit a written appeal of the Review Panel's or Assistant Vice President for Student Affairs decision to the Vice President of Academic Affairs or designee within ten (10) business days of being notified of the decision. The written appeal must include:

1. A statement of the decision that the responding party wishes to appeal;
2. All information that the responding party is asking the Vice President of Academic Affairs or designee to consider and the basis for the appeal.

All appeals must be based on one or more of the following:

1. Substantial and prejudicial failure to follow procedures;
2. The imposed sanction is disproportionate to the violation 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 Vice President of Academic Affairs or designee may leave the original sanction intact, reverse the original decision or sanction, or modify the original sanction or send the matter back to the Assistant Vice President for Student Affairs or Review Panel for further review. The decision of the Vice President of Academic Affairs or designee is final. Notice of the outcome of appeals will be sent to the responding party within seven (7) business days of receipt of the written letter of appeal.

In the event a dismissal sanction is reversed the responding party's Saybrook log in credentials, as outlined above, will be reinstated immediately. The Vice President of Academic Affairs or his/her Designee will work with faculty regarding the modification of any academic assignments.

## Professional Comportment

Saybrook University recognizes the importance of personal and professional competencies in addition to traditional academic skills. The institution embraces the model training policy statement adopted by the Council of Chairs of Training Councils (CCTC) of the American Psychological Association (APA) and holds that:

*Professional practitioners of psychology and health services are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional practitioners of psychology also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, administrators, employees, and fellow students at Saybrook University have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.*

*It is important for students and trainees to understand and appreciate that academic competence is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order to appraise the entire range of academic performance, development and functioning of their student-trainees (Adapted from CCTC/APA, 2004).*

Each Saybrook student is holistically evaluated by all members of the learning community on standards of professional performance, development, and functioning that include, but are not limited to, interpersonal and professional competence (consistently establishing positive interpersonal relationships, demonstrating an active commitment to education and training, communicating professionally, demonstrating integrity, affirming individual and cultural differences); self-awareness and self-reflection (awareness of own various roles in diverse contexts, recognizing limitations and training/learning needs, awareness of own cultural values); openness to feedback; and proactive, engaged resolution of issues that may interfere with professional development or functioning. A student's professional performance, functioning, and development may be evaluated both within and outside of the classroom, whether it occurs on- or off-campus (including cyberspace), and regardless of whether it is specifically tied to a school activity.

Concerns about a student's professional comportment should be directed to the Department Chair. A student will be alerted to concerns about professional comportment (professional performance, functioning, and development) and receive advisement, remediation, and support as deemed necessary and appropriate. If there are any issues that cannot

be resolved at the Departmental level, the matter will be referred to the Assistant Vice President for Student Affairs to convene a formal Review Panel to determine the appropriate course of action.

## Social Media Policy

Saybrook University recognizes the Internet provides the community with unique opportunities to participate in interactive discussions and share information on topics using a wide array of social media platforms such as Facebook, Instagram, TikTok, LinkedIn, Twitter, blogs, and wikis. A student is advised to use appropriate and professional judgment when using social media. The school expects a student to adhere to the following guidelines and rules regarding use of social media. Furthermore, Saybrook encourages open and transparent dialogue consistent with the ethical and professional comportment guidelines set forth in the Catalog.

When participating in any social networking activity, a student is representing oneself and your actions reflect Saybrook. This policy is not intended to restrict the ability of any individual to have an online presence or to mandate what a student can and cannot say or post. Social networking is a very valuable tool, and Saybrook encourages each student to practice humanistic and responsible involvement in this space.

Failure to adhere to Saybrook's social media policy will be considered grounds for discipline, up to and including dismissal from the school. A former student in suspension, withdrawn, or dismissed status may not claim to be an active student of Saybrook on any social networking site.

### Guidelines:

- Social media should be used in a way that demonstrates our humanistic, values-driven process of engaging with the complex issues. As such, social media should never be used in a way that violates any other Saybrook policies or student responsibilities.
- A student may blog or post information or photos and video at their own risk and are personally and legally responsible for personal postings and online comments. The institution does not assume any liability or risk for a student's blogging or posting online. The following are illustrative of the types of relevant laws implicated by the use of social media tools, but it is not intended to be comprehensive: privacy, libel, defamation, harassment, copyright, data theft, disclosure of material non-public information, and disclosure of confidential intellectual property or trade secret information.
- A student is encouraged to include on personal blogs, blog postings, or websites a disclaimer similar to the following: "The opinions expressed on this (blog, website, etc.) are my own and do not necessarily reflect the views of Saybrook University."
- Personal use of social media should not involve unlawful content or interfere with another student's learning environment.
- If a student is required to use social media as part of classes or curriculum, the student should do so in compliance with the policies in the Catalog.
- In the process of honoring the members of the Saybrook community, it is recommended that a student refrain from posting any content, including photos and video, that is harassing, discriminatory, defamatory, threatening, disparaging, libelous, or otherwise illegal or injurious to other students, client groups, or faculty or staff members of Saybrook.
- A student is encouraged to use good judgment. The student must always strive to be accurate in communications about Saybrook and fellow students.
- A student must be respectful to other students, faculty, and staff of Saybrook and must refrain from posting anything that violates Saybrook policy, including ethnic slurs, sexist comments, discriminatory comments, or obscenity.
- A student may not infringe on copyrights or trademarks. A student may not use images without permission and must properly cite quoted material.
- A student may not use Saybrook logos, trademarks, or other intellectual property without the school's written permission. The institution monitors the use of its name, copyright, trademarks, website, and other

information on the Internet. Requests for permission to use Saybrook brand or intellectual property must be submitted to the Associate Enrollment Services Coordinator.

- A student must be aware of and remain in compliance with applicable patient confidentiality rules and regulations.
- Student use of social media for research recruitment or data collection requires review and approval from the Saybrook University Institutional Review Board (IRB).
- A student may not transmit confidential information such as educational classifications, psychological diagnoses, psychological reports, and research data in such a way that clients and/or research participants can be identified.
- A student studying abroad is expected to comply with all local legal social media requirements (if the requirements does not violate US law) and are expected to be considerate of any subject matter that may be considered objectionable or inflammatory at a regional level, especially regarding local culture, politics, or religion.
- A student contacted by a member of the media about Saybrook are expected to forward inquiries to Chris James, Associate Director of Communications at [cjames3@tcsedsystem.edu](mailto:cjames3@tcsedsystem.edu).
- Prior to engaging in any form of social media as a representative of Saybrook, a student must receive permission from the academic department in consultation with the school's communications staff members.
- A student representing Saybrook in an official capacity via social media, i.e. Student Ambassadors, Community Moderators, or Blog authors shall be held to the same policy conditions as employees of the institution.
- A former student in withdrawn or dismissed status may not claim to be an active student of Saybrook on any social networking site. A former student who fails to remove references to active status will be subject to a cease and desist order.

## **Saybrook Audio/Visual Recording and Sharing Limitations Policy**

Students are required to obtain the professor's permission before recording class lectures or presentations. When applicable, students with Saybrook University approved accommodations are required to follow procedures outlined in their letter of accommodation.

Students are required to obtain the express permission of persons involved before making a video recording, audio recording, taking photographs, or streaming audio/video of any member of the Saybrook Community, whether in person or in a videoconference.

By participating in remote learning video or audio sessions, students agree that materials shared are for their own learning and are not to be shared with others. They may not save, record, share, or post session recordings, audio, or photos in any venue including social media, without prior permission.

Finally, students are required to gain approval of the copyright holder before making any derivative works from materials for which they are not the copyright holder. If students need assistance with identifying the copyright holder, they may contact the Director of Research at [Research@saybrook.edu](mailto:Research@saybrook.edu).

A student who fails to comply with this policy is subject to disciplinary action pursuant to the Student Code of Conduct.

# **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.

Saybrook does not offer placement services and no employment services are being provided at this time.

## **Assistant Vice President for Student Affairs**

The Assistant Vice President for Student Affairs of the University addresses personal situations that may affect graduate work, specifically problems or complaints that need resolution, and cannot be resolved at the program level. Circumstances that may impair a student's ability to continue with the program should be brought to the attention of the Assistant Vice President for Student Affairs as early as possible. Questions for the Assistant Vice President for Student Affairs can be directed to [studentaffairs@saybrook.edu](mailto:studentaffairs@saybrook.edu).

The Assistant Vice President for Student Affairs serves as the Title IX Coordinator and ADA Coordinator. A student who believes to have 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 Anti-Discrimination, Anti-Harassment and Title IX Policy, which covers sexual harassment and sexual violence.

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).

## **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**

Saybrook maintains permanent records for each student granted a degree or certificate, which include the degree or certificate granted and the date on which that degree or certificate was granted, the courses and units on which the certificate or degree was based, and the grades earned by the student in each of those courses.

### 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.

Outstanding financial obligations to the University will be noted to the transcript. The notation will be removed once the obligation has been cleared.

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

The transferability of credits earned at Saybrook University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Saybrook University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Saybrook University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Saybrook University will be accepted by or transferred to another institution. To minimize risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## **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](http://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.

## **Technology**

### Access to Electronic Systems

Each Saybrook student is provided with a school-sponsored email account. The student is responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. The student must regularly check this account for information transmitted by various departments of the school. The school will not direct electronic correspondence from official school email accounts to personal email addresses; the student is expected to utilize the institutional email addresses for all electronic communication about school matters.

Files and email messages that travel using the school's network are not private. A user's privacy is superseded by the school's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined under the direction of the Director of Information Technology. The school reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Should a student withdraw or be dismissed from Saybrook, access to the institution's electronic systems including, but not limited to, the library databases, school-provided email, and other systems will be suspended. This suspension will remain in place for at least one year from the dismissal or withdrawal date, after which time the accounts may be deleted.

A student who graduates from a TCSES affiliate is granted lifetime access to email. Access to all other electronic systems, including other Office 365 features and licensing for the Office Suite, is removed after graduation. Students will be notified that they will lose access to any files in One Drive upon graduation and will be given a 90 day grace period to back up any necessary files. Information Technology will be unable to recover any lost files after the aforementioned grace period.

## **Website Services**

The Saybrook University website ([www.saybrook.edu](http://www.saybrook.edu)) provides academic program outlines, academic calendars and catalog, faculty profiles, current news and blog, and other academic and administrative information. Saybrook students are required to have web access and an Internet Service provider.

Students, faculty and staff have access to My Saybrook/Saybrook Student Gateway, 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 Student Code of 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 Student Code of Conduct.

## **Multi-factor Authentication**

Multi-factor authentication (MFA) is enabled for all accounts, (MFA) adds a layer of protection to the sign-in process. When accessing accounts or apps, users will be required to provide additional identity verification through their phone or other approved device.

# Library

The Saybrook University Library serves all students, faculty, and staff, wherever they are located. The geographically distributed nature of the Saybrook community has led to the development of a robust set of (online) digital information resources, and agile technology-enhanced services to ensure that all of our community members, whether in Gabon or Milwaukee, have access to the research materials, people, and skills required for success in their degree programs, personal research, and beyond. The vast majority of the information resources are gathered, organized, and provided access to through the Saybrook University Online Library.

## Library Overview

The Saybrook library supplies access, and access routes, to a large array of information and research materials; identifies, acquires, and manages access to scholarly information related to all areas of study and research at Saybrook University; provides in-person, telephone-based, video-conference-based, email, and online reference, instruction, and one-on-one consultation services; provides the processes and runs the systems to acquire access to research articles and books beyond the borders of our collections, through document delivery and interlibrary loan services; provides in-class and online course-integrated instructional sessions upon request, as well as offering regular and recurring "open office hours" video-conference sessions to support the development and refinement of research strategies and skills of our students.

## Electronic Information Resources

With online access to over 80,000 full-text and abstracted journals, well over 250,000 academic eBooks, the full-text of the vast majority of dissertations and theses completed in the United States (and many internationally as well), a large and growing collection of academic-focused streaming video content, as well as tools and platforms to instruct and streamline processes around research and writing, the library is the foundation and the heart of the student research experience at Saybrook University.

The research tools, content repositories, and databases that are provided include, among much else, the full suite of APA-produced databases (PsycINFO, PsycBOOKS, PsycARTICLES, PsycTHERAPY, etc.), large premier multi-disciplinary databases (like Academic Search Ultimate and ProQuest Central), ProQuest Dissertations & Theses Global, CINAHL Complete, The Cochrane Library, MedLine, Natural Medicines Database, ABI/INFORM Complete, PAIS Index, Web of Science Core collection, specialty collections like SAGE Research Methods and Cases, research-related tools like RefWorks, and large full-text journal content repositories from SAGE, Taylor & Francis, Elsevier, and Wiley.

## Document Delivery and Interlibrary Loan

When research needs call for materials beyond the scope of our robust digital collections, the library again steps in to aid students with our various document delivery and interlibrary loan programs. Although our lack of a large physical circulating collection of books and journals keeps us from fully participating in interlibrary loan programs, we have put innovative book borrowing, and article/chapter delivery services into place to meet this student need. Saybrook has an arrangement by which students are able to borrow physical books from the University of Washington Libraries, and have those books delivered directly to their homes. Through subsidized document delivery services, the Saybrook library is able to procure copies of journal articles and book chapters for students at a very low cost (\$15/request passed on to students) and with quick turnaround times.



With both information resources and library services provided at levels much more commonly found at larger universities, Saybrook University has established a solid information resource foundation, on top of which our students are supported in their exploring, discovery, learning and research tasks and projects.

## **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, 7th 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.

Saybrook's official source for appropriate citations and authoring conventions is the American Psychological Association Publication Manual, 7th Edition and is supplemented by Saybrook's Handbook of Format and Style for Dissertations, Theses, Projects and Capstones (2020). 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.

Writing Center staff members are available to answer any questions about plagiarism.

## **Accreditation and Authorizations**

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

Western Association of Schools and Colleges  
985 Atlantic Avenue, Suite 100  
Alameda, CA 94501  
Phone: 510.748.9001  
Fax: 510.748.9797  
[www.wascsenior.org](http://www.wascsenior.org)

Saybrook participates in a regularly scheduled re-accreditation process conducted by the WSCUC.

## **Specialized Accreditations**

The MA in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) effective July 2018. The program is accredited through October, 2026. More information about CACREP accreditation is available [here](https://www.cacrep.org/).

Council for Accreditation of Counseling and Related Educational Programs  
1001 North Fairfax Street, Suite 510  
Alexandria, VA 22314  
phone (703) 535-5990  
Web: <https://www.cacrep.org/>

## Approved Programs

Some of Saybrook's degree programs, or course sequences within a degree program, have been approved by organizations that certify professionals in a particular field. Students are eligible to earn a Certificate in Integrative Wellness Coaching when they complete the 9-credit curriculum. This certificate program is approved by the International Coach Federation (ICF) for 88 hours of coach training and is an Approved Health and Wellness Coach Training & Education Program by the National Board for Health and Wellness Coaching (NBHWC). Saybrook's IWC Certificate program is specifically geared toward individuals who do not currently hold an ICF or NBHWC credential.

## State Authorizations

For current information on where Saybrook University is currently authorized, licensed, registered, exempt or not subject to approval, please visit <https://www.saybrook.edu/about/state-authorizations/>

## Self-Evaluation Process

Student success is grounded in high-quality learning environments ensuring that students are prepared in their professional, personal and civic lives. Saybrook University employs numerous processes to ensure the quality of online offerings including standardized policies and procedures across the University. At its core, a Saybrook degree is defined by clearly articulated Institutional Learning Outcomes (ILOs), sets of expected Student Learning Outcomes (SLOs), and Program Learning Outcomes (PLOs). The University engages in the full integration of assessment into daily teaching, student learning and shared ownership of the process and outcomes. Assessment has been integrated into the pedagogy that faculty use in an ongoing manner. A shared assessment site is in use which allows access for all organizational units and leaders. Syllabi have been reviewed and revised according to Bloom's and Krathwohl's taxonomy of the affective domain. Rubrics, developed by Faculty, are in use and updated regularly.

The quality and integrity of a Saybrook degree is also a result of the faculty's commitment to well-defined learning pathways and pedagogies that create in-depth and frequent student-faculty engagement with didactic and experiential components. Courses are reviewed to ensure they are of the appropriate length, contact hours, and credits expected by accrediting bodies and professional organizations. Students and graduates are expected to generate research that can be applied to real world dilemmas in their unique fields of study. This commitment is modeled by faculty who actively engage students in professional development and research.

The University calculates retention and graduation rates for every new student cohort enrolling at the institution. Retention is tracked from the starting term through every consecutive semester. One year Fall to Fall retention rates are highlighted and reported externally as a standard metric, but all cohorts are tracked and reported internally for program tracking and decision support. Likewise, graduation rates are reported for every new student cohort and are tracked in year increments. Rates are distributed to leadership, faculty, and staff as appropriate and are provided in dashboards which can be used to examine rates by various demographic characteristics and programs.

The Office of Clinical Training and Field Placement conducts a review of licensing, registration, and certification laws and regulations for our programs in all states annually and as part of this process exam statistics are collected from those Licensing Boards and exam-administrating agencies that do report it or that we can access. We also monitor professional standards, goals, and training outcomes (such as APA, CACREP, NBCC, etc.) including exam domains and content trends in order to maintain most current expectations regarding knowledge and skills for our students in preparation for successful practice in the future.

## **Affiliations**

Saybrook University is an affiliate of the non-profit TCS Education System (TCS), which features a network of fellow non-profit institutions, each backed by a model of education that prepares socially responsible professionals in applied fields such as education, psychology, healthcare, and the law. Other TCS affiliates include Pacific Oaks College and Children's School, Dallas Nursing Institute, The Santa Barbara & Ventura Colleges of Law, and The Chicago School of Professional Psychology. Learn more at [www.tcsedsystem.edu](http://www.tcsedsystem.edu).

## **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.

## **Faculty, Administration, and Governing Board Information**

As an independent non-profit school, final authority for all matters is vested in the Board of Trustees. Dr. Nathan Long is the President of the school. The board delegates to the President responsibility for daily operations of the institution. A list of the names of the school's senior leadership may be found [here](#). A list of the names of the governing board of Saybrook University may be found [here](#). A list of faculty may be found [here](#).

## **Student Consumer Information: Higher Education Opportunity Act**

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 888-253-5100.

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.

# Student Outcomes

Graduation Rates and Retention Rates can be found at:

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

## College of Social Sciences

Department of Counseling

Department of Humanistic Clinical Psychology

Department of Humanistic Psychology

Department of Business Administration & Leadership

Department of Transformative Social Change

The College of Social Sciences (CSS) offers MA, DBA 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, presence, and expertise that are necessary to serve both local and global communities.

Based upon Saybrook's mission, the College of Social Sciences relentlessly pursues a socially just, sustainable world by educating humanistic leaders who transform their fields and communities. 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 five departments. Although distinct and independent, the intellectual boundaries of the departments allow various opportunities for cross-disciplinary inquiry.

- Department of Business Administration & Leadership
- Department of Counseling
- Department of Humanistic Psychology
- Department of Transformative Social Change

## Department of Counseling

The Department of Counseling has two degree program options- the CACREP accredited MA Counseling, specialization Clinical Mental Health Counseling, as well as a PhD in Counselor Education and Supervision. The following section will discuss both programs.

MA Counseling: Specialization in Clinical Mental Health Counseling- 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.

PhD Counselor Education and Supervision - This program is intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Graduates are prepared to contribute to the knowledge base in field of counseling, through leadership and research skills. The PhD program will hold to the broader mission of preparing advocates and leaders in Humanistic social transformation that is at the core of the mission of Saybrook University.

## **Department of Humanistic Clinical Psychology (HCP)**

### **OUR SHARED HUMANISTIC LEGACY**

The Humanistic Clinical Psychology Department and the Humanistic Psychology Department in the College of Social Sciences together comprise the heart of the legacy of the Old Saybrook Conference held in Connecticut in 1964. Luminaries such as Carl Rogers, Abraham Maslow, Gordon Allport, and Rollo May came together at that time to articulate the need for a psychology of the whole human being to address what was lacking in other emerging approaches psychotherapy and psychological research. They, and other innovative thinkers as James Bugental, Henry Murray, Viktor Frankl, Charlotte Bühler, and Virginia Satir, realized an approach to psychotherapy and human science that did not reduce human beings to fragments of their life experience. Under May's original guidance and inspiration, what is now Saybrook University evolved as a distance learning institution over the past five decades, expanding on and giving birth to vibrant and creative offshoots of the original vision. Today, these two departments embody and impart through their curriculum a truly expansive view of the prosocial human being seeking meaning and wholeness in the context of multicultural, global social justice, ecological sustainability, and deeper spiritual awareness and connection. Cultural humility and respect for indigenous sources of our cherished notions about healing and living the good life are affirmed.

The uniqueness of Saybrook's Psychology and Clinical Psychology degree programs lies in our heritage of humanistic, existential, transpersonal, and phenomenological inquiry. 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, spiritual commitment, 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. The Psychology and Clinical Psychology degree programs both offer 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; and existential and humanistic psychology.

Most of those who attended the Old Saybrook conference were psychotherapists, who developed an approach to psychotherapy that was grounded in the idea that human beings long to move into wholeness out of fragmentation, in a way that affirms a sense of meaning and purpose and realizes selfhood through authentic and intimate relationships with others. As opposed to an exclusive and reductive emphasis on psychopathology, illness, and the medical model, the Humanistic Clinical Psychology Department recognizes that we all have challenges in living, opportunities for growth and deeper self-awareness and connection, and trauma and loss over which we have little control. Moreover, our ability to live with freedom and liberation from oppression is dependent on our awareness and willingness to lift each other up! While any of us languish in invisibility with unequal access to health care and opportunities for healing and transformation, no one can be said to be truly whole. Furthermore, we recognize that the therapy relationship at its best embodies compassion, empathy, and the understanding that close relationships also hold and celebrate spirituality and religious differences. The curriculum focuses on clinical psychology training that includes and integrates depth psychology, psychodynamic, cognitive-behavioral, systems, and multicultural approaches to therapy through an existential, humanistic, and transpersonal lens.

### **Curricula Learning Goals**

The curricula learning goals express the Department's mission and vision as overarching tenets that inform the mission and learning outcomes of the degree program, specializations, and courses. They guide and support students in aligning their own aspirations with program goals, learning outcomes, and Saybrook's mission. These learning goals support students to become:

- Practitioners for life-honoring and life-enhancing wellness
- Self-reflective, contemplative, and intentional 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
- Practitioners who experience and cultivate intra- and interpersonal authenticity, integrity, empathy, and compassion

## **Clinical Psychology Degree Program Contacts**

Theopia Jackson, Ph.D., LP  
Department Chair  
tjackson@saybrook.edu

Vanessa Brown, PsyD, LP  
Department Associate Chair  
vbrown2@saybrook.edu

## **Programs**

### Master of Arts

- Master of Arts (M.A.) in Clinical Psychology (non-terminal degree)

### Doctor of Philosophy

- Clinical Psychology, Ph.D.
- Doctor of Psychology
- Clinical Psychology, Psy.D. (not admitting new students)

### Certificates

- Complex Trauma and the Healing Process Certificate
- Foundations of Existential-Humanistic Practice Certificate

## **Department of Humanistic Psychology (HP)**

## **OUR SHARED HUMANISTIC LEGACY**

The Humanistic Clinical Psychology Department and the Humanistic Psychology Department in the College of Social Sciences together comprise the heart of the legacy of the Old Saybrook Conference held in Connecticut in 1964. Luminaries such as Carl Rogers, Abraham Maslow, Gordon Allport, and Rollo May came together at that time to

articulate the need for a psychology of the whole human being to address what was lacking in other emerging approaches psychotherapy and psychological research. They, and other innovative thinkers as James Bugental, Henry Murray, Viktor Frankl, Charlotte Bühler, and Virginia Satir, realized an approach to psychotherapy and human science that did not reduce human beings to fragments of their life experience. Under May's original guidance and inspiration, what is now Saybrook University evolved as a distance learning institution over the past five decades, expanding on and giving birth to vibrant and creative offshoots of the original vision. Today, these two departments embody and impart through their curriculum a truly expansive view of the prosocial human being seeking meaning and wholeness in the context of multicultural, global social justice, ecological sustainability, and deeper spiritual awareness and connection. Cultural humility and respect for indigenous sources of our cherished notions about healing and living the good life are affirmed.

The uniqueness of Saybrook's Psychology and Clinical Psychology degree programs lies in our heritage of humanistic, existential, transpersonal, and phenomenological inquiry. 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, spiritual commitment, 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. The Psychology and Clinical Psychology degree programs both offer 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; and existential and humanistic psychology.

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 Humanistic Psychology degree programs offer interdisciplinary graduate education that crosses and merges many disciplines within the diverse field of Humanistic 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.

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, spiritual commitment, 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. 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 these legacy 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 work offers a vital, viable, and emancipatory alternative to individuals, families, groups, and societies as they effectively respond to human needs in an increasingly complex world. The emphasis of the course of study is on disciplined inquiry that includes various ways of knowing, 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. The Humanistic Psychology degree programs are leading humanistic educational program committed to the study of human experience from multiple frameworks informed by this historical and evolving humanistic, existential, and transpersonal perspectives. While the Psychology degree programs do not prepare students for clinical practice or eligibility for clinical licensure, the Clinical Psychology degree program does. However, many Psychology degree program students are already licensed clinicians and find the coursework offered through Psychology curricula complements and enhances their prior or concurrent study of clinical issues.

## **Curricula Learning Goals**

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

- Leaders for life-honoring and life-enhancing social change
- Self-reflective, contemplative, and intentional 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 and cultivate intra- and interpersonal authenticity, integrity, and compassion

## Psychology Degree Program Contacts

Israel Espinosa, Psy.D.  
 Department Chair, Psychology Degree Program  
 iespinosa@saybrook.edu

Vasiliki Georgoulas-Sherry, PhD  
 Faculty Psychology Academic Advisor  
 vgeorgoulas-sherry@saybrook.edu

## Programs

### Master of Arts

- Master of Arts (M.A.) in Psychology
- Master of Arts (M.A.) Degree in Psychology with Consciousness, Spirituality, and Integrative Health (CSIH) Specialization
- Master of Arts (M.A.) Degree in Psychology, Creativity Studies Specialization
- Master of Arts (M.A.) Degree in Psychology with Existential and Humanistic Psychology Specialization

### Doctor of Philosophy

- Doctor of Philosophy (Ph.D.) Degree in Psychology
- Doctor of Philosophy (Ph.D.) Degree in Psychology with Consciousness, Spirituality, and Integrative Health (CSIH) Specialization
- Doctor of Philosophy (Ph.D.) Degree in Psychology with Existential and Humanistic Psychology Specialization
- Doctor of Philosophy (Ph.D.) Degree in Psychology with Psychophysiology Specialization
- Doctor of Philosophy (Ph.D.) Degree in Psychology with a Specialization in Creativity Studies

### Certificate

- Creativity Studies Certificate

## Department of Business Administration & Leadership

### Business Administration

Note: The DBA and MBA Programs are not currently enrolling students.



The Department of Business Administration prepares leaders for thoughtful and generative engagement in for-profit, not-for-profit and co-ops. The department offers students an MBA and a DBA coupled with applied learning at key junctures.

The MBA may be completed in 12 or 18 months and requires successful completion of 30 credits delivered in as 8 week courses. A Residential Conference (RC) is not required.

The DBA may be completed in 3.5 years and requires successful completion of 54 credits delivered over 15 weeks per semester. The Residential Conference (RC) is required until the student begins the dissertation process.

## Leadership Overview

### The Challenge

Contemporary organizations are comprised of diverse people who creatively self-organize into global social networks that have dynamic cultures and are mediated by innovative technology to achieve a common purpose. Organizational leaders face many challenges. Among them are how to courageously lead with integrity and have an inclusive global vision. Then there is how to manage in an engaging manner that draws upon diverse talent and creative ideas, so all organizational members meaningfully contribute to the organization's success and society's well-being.

Saybrook University's Department of Leadership aids professionals to take up this challenge and be leaders who foster the emergence of vital new organizational systems, global economic perspectives, distributed workplace environments, and business philosophies which give rise to an equitable and sustainable future where all can flourish.

### Vision

Saybrook University's Department of Leadership is a vibrant interdisciplinary 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 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 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'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's degree offerings are designed to meet the needs of 21st Century organizations. Whether the organization is in the public, private or nonprofit sector, the program offers research-based learning that has practical applications. 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. This context fosters the consideration of professional, organizational, and global social environments.

The Department offers a PhD in Managing Organizational Systems.

## Learning Models

To accomplish its mission, the Department designed the Ph.D. program with a combination of features known to support professionals' success in graduate school. The learning experiences are characterized by the following.

**Crossing Disciplinary Perspectives:** Programs draw upon faculty who have diverse academic expertise and a variety of professional backgrounds in order to engage students in interdisciplinary inquiry and a critical examination of perspectives and practices.

**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.

**Global Coursework:** Both the graduate and doctoral programs enable students to develop their global perspective and cross-cultural skills by participating in courses which have an international immersion component.

**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, weekly instructions) and is the hub of weekly instructor-student, student-student interactive dialogues and teamwork, 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 can get real-time exploration.

*Residential Conferences:* Cohorts and instructors from the degree programs convene as an entire learning community at conferences twice per year until the student begins the dissertation engagement.

# 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 interrelated and can best be addressed by those with a deep understanding of the connections among such issues as social inequity, 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, democracy, 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.

## Program Learning Outcomes

1. Develop participatory, democratic, collaborative leadership skills.
2. Develop capacity for connectedness and compassion for all life, and the ability to balance needs of self with those of the larger community.
3. Develop global, multi-generational social and environmental conscience; capacity for genuine dialogue with other socio-cultural viewpoints.
4. Be able to understand and analyze embedded social systems; master a specific social change content area; and able to design social system transformation strategies.
5. Achieve reflective grounding in one's own values and worldviews; develop congruence between ethics/values and actions/research.

## College of Integrative Medicine and Health Sciences

Department of Applied Psychophysiology

Department of Integrative and Functional Nutrition

Department of Integrative Social Work

Department of Mind-Body Medicine

Influenced by humanistic principles and values, the College of Integrative Medicine and Health Sciences (CIMHS) empowers faculty and students to apply their knowledge and skills to facilitate mind, body, and spirit wellness in personal and professional life. Recognizing the importance of collaborative, person-centered care strategies, CIMHS embraces an educational model that endorses a range of health-related disciplines, scholarship, evidence-based practices and skill development. CIMHS is dedicated to promoting interdisciplinary modalities and scholarship that enhance optimal health and well-being for individuals and communities.

CIMHS offers MS and PhD graduate degrees and certificate programs in Mind-Body Medicine (MBM), Integrative and Functional Nutrition (IFN), Integrative Social Work (ISW), and Applied Psychophysiology (APH). These academic programs combine cutting-edge curricula with a university-wide emphasis on student-centered learning and faculty engagement. Faculty members, including world-renowned scholar-practitioners, offer mentorship, edit industry publications, lead professional associations, direct community health centers, conduct research, and develop protocols for treatments that support and complement those used in conventional, Western medicine.

The master's degrees and doctoral specializations are designed for professionals from diverse career fields who wish to expand their expertise in health, wellness, and resilience. The degrees prepare students for clinical practice, organizational leadership, academic teaching, program and policy reform, and research in health and wellness. In addition, CIMHS students may add a minor or specialization to their general degree requirements if they are interested in extending their knowledge or skill set in a specific discipline. The MS and PhD degrees, including the optional minors and specializations, include:

MS Integrative and Functional Nutrition

- Minor in Integrative Wellness Coaching
- Minor in Mind-Body Medicine

MS Mind-Body Medicine

- Minor in Integrative Wellness Coaching
- Minor in Integrative and Functional Nutrition

MS Psychophysiology

PhD in Applied Psychophysiology

- Specialization in Clinical Psychophysiology
- Specialization in Optimal Functioning

PhD in Integrative and Functional Nutrition

- Minor in Integrative Wellness Coaching
- Minor in Mind-Body Medicine

PhD in Integrative Social Work

- Specialization in Integrative Gerontology Studies
- Specialization in Integrative Community Studies
- Specialization in Legal Studies

PhD in Mind-Body Medicine

- Specialization in Applied Psychophysiology
- Specialization in Contemplative End-of-Life-Care
- Specialization in Integrative and Functional Nutrition
- Specialization in Integrative Mental Health
- Specialization in Integrative Wellness Coaching
- Specialization in Mindful Leadership in Healthcare

The department chair may require a writing sample for select applicants based on the criterion that applicants submit a personal statement in their admissions material, including grammatical mistakes, spelling errors, or poorly organized text.

In some instances, students may request to waive the MBM5507 writing course and substitute an open elective at the department chair's discretion. The department chair will make the determination based on any one of three criteria: (a) students may document solo-authored professional publications in a peer-reviewed journal, (b) per our institutional transfer credit policy, students may document completion of an equivalent 3-credit graduate-level writing course within the past 10 years and earned a grade of B or better, or (c) students may submit an optional writing sample, and achieve a score of 90% or better on the writing sample grading rubric.

The MBM5507 class will remain a default requirement for CIMHS students, except for the MS Degree in Sport Performance Psychology.

Each degree program will differently accommodate the three credits for the MBM5507 Graduate Academic Writing Course.

## **CIMHS Policies on Academic Performance, Professional Behavior, and Remediation**

### **I. Competency Expectations**

Students are accountable for adequately managing any personal issues that impact on their academic performance, ethical conduct, and professionalism. The CIMHS Department Chair and members of the program's academic review team may be called upon to assess problems related to competence and suitability for program progression at any point in the program. In addition, students are expected to adhere to all university-wide policies (e.g., Student Code of Conduct; Student Academic Progress; Professional Comportment). Please note that this policy is independent from other university-wide policies. Refer to the catalog for a full review of Saybrook University policies.

#### **Academic Performance**

A student may exhibit problems of competence within the domain of academic performance if one or more of the following have occurred. This list is not exhaustive and the review committee for each CIMHS department retains the right to determine if there are significant concerns regarding academic performance.

- Failed course(s)
- Failed coursework across multiple courses or within a single course
- Failed milestone(s) (e.g., provisional acceptance, mid-program evaluation, and dissertation orals and/or final defense)
- Low student engagement (e.g., not participating regularly in discussion boards)
- Timeliness concerns regarding submitted coursework and/or violations of the department's late policy (if applicable)
- Incomplete attendance at a Residential Conference (e.g., arriving late and/or departing early from conference without permission; arriving late and/or departing early from lectures during the conference)

- Plagiarism and/or significant difficulties with authentic writing as outlined in Saybrook University's Policy on Academic Honesty (Plagiarism) and Authorship (e.g., copying someone's work; sabotaging someone's work; not paraphrasing sufficiently in one's own words; taking credit for others' ideas; copying and pasting from other sources; improper or lack of use of APA in-text citations and references; etc.)
- Self-plagiarism (e.g., submitting coursework from a previous course without instructor pre-approval)
- Enrollment in the dissertation proposal for more than two years without making progress will result in a formal review
- Failure to meet academic standards/expectations as outlined in a remediation plan

#### **Ethical Conduct**

A student may exhibit problems of competence within the domain of ethical conduct if one or more of the following have occurred. This list is not exhaustive and the review committee for each CIMHS department retains the right to determine if there are significant concerns regarding:

- Violation of any of the enforceable standards outlined in the APA and other relevant professional ethics codes during performance of academic, research, clinical (IMH and IFN students), and/or professional tasks
- Inappropriate ethical decision-making methods or outcomes (e.g., not seeking consultation for an ethical dilemma; not recognizing an ethical dilemma when it occurs)
- Behavior that is in violation of applicable state or federal law(s)

#### **Professionalism**

In addition to adherence to Saybrook University policies and procedures, CIMHS students are expected to integrate/adopt proper professional standards or best practices into their personal and professional development. They are also expected to abide by any laws and regulations pertaining to their scope of practice.

A student may exhibit problems of competence within the domain of professionalism if one or more of the following have occurred. This list is not exhaustive and the review committee for each CIMHS department retains the right to determine if there are significant concerns regarding professionalism.

- Inability or unwillingness to incorporate feedback
- Difficulties regarding interpersonal communication, such as:
  - Use of insults
  - Repeated conflict with peers, faculty, staff and/or leadership administration
  - Poor or hostile communication
  - Difficulties working as part of a team
  - Threats of retaliation
  - Threats of violence
  - Demonstrations of hate speech, prejudice, and/or bigotry
  - Disrespectful written correspondence and/or video/phone etiquette
  - Demonstration of harmful personal biases
  - Inability or unwillingness to engage in self-reflection
  - Inappropriate professional dress or attire
- Inappropriate and/or unprofessional behavior at a Residential Conference. This may include, but is not limited to the following:
  - Hostile communication
  - Bizarre, threatening, or disturbing behavior
  - Attending lectures under the influence of substances and/or in a compromised state (e.g., alcohol, illicit drugs, prescribed drugs, etc.)
  - Disrespect toward hotel staff, catering staff, and/or Saybrook University community members (e.g., students, faculty, employees, administration, University guests, invited speakers, significant others also in attendance, etc.)

- Violations of Saybrook University's Student Code of Conduct and/or Title IX guidelines on discriminatory and harassing behavior
- Failure to meet professionalism standards/expectations as outlined in a remediation plan

## II. Identification of Students with Problems of Competence

It is important to identify students with potential problems of competence as early as possible to protect the public and facilitate student success. The CIMHS Department Chair should be first notified of potential problems of competence, and the respective department chair may then request an informal or formal review. The identification can happen via multiple channels and at any time:

- The department's academic review committee may identify potential problems of competence during the programmatic evaluation process (e.g., the MBM Progressions Policy)
- A student may self-disclose or self-identify potential problems of competence
- A student may observe potential problems of competence in a peer
- A faculty member may observe and report potential problems of competence in a student
- A staff person may observe and report potential problems of competence in a student
- Failed coursework, failed milestones, and/or unsatisfactory progression may trigger a formal review

### Informal Resolutions

Minor issues regarding problems of competence will be resolved informally. This may involve feedback from a peer advisor, teaching assistant, faculty member, department chair, etc. When initial concerns arise, CIMHS faculty members will provide initial feedback and mentorship. If an individual does not feel comfortable seeking informal resolution and/or it would be inappropriate to do so, they should consult with their department chair for guidance.

### Formal Review Procedures

CIMHS department's academic review committee will review Level 1-3 cases and determine the next steps involving communication and remediation.

#### Level 1: Minor Issues Involving Lack of Progression and/or Lack of Competency

- This level includes less serious issues that can potentially be resolved during one semester.
- Examples may include, but are not limited to: A one-time offense regarding authentic writing; misrepresenting credentials; clinical evaluation with only one or two areas evaluated as below "clearly adequate"; a single instance of interpersonal conflict that reflects poor communication skills; consultation with faculty

#### Level 2: Moderate Issues Involving Lack of Progression and/or Lack of Competency

- This level includes more serious issues that require careful planning and collaboration on the part of the faculty and student to address the problem.
- Examples may include but are not limited to: Repeated instances of difficulties with authentic writing; repeated hostile communication and/or interpersonal conflict with a single individual

#### Level 3: Serious Problems of Lack of Progress or Lack of Competency

- This level includes much more serious issues that are threats to program completion and/or the profession. Level III concerns may result in dismissal from the CIMHS degree program.
- Examples may include but are not limited to: Severe academic dishonesty; serious ethical violations; harm to clients; multiple failed courses; unresponsiveness to a previously constructed remediation plan; repeated hostile communication and/or interpersonal conflict with multiple Saybrook University community members.

### III. Remediation Plans and Dismissal

#### **Remediation Plans**

If the CIMHS Department Chair determines a remediation plan is necessary, a meeting will be scheduled with the student. A remediation plan may include but is not limited to the following: additional coursework, adjustment of academic workload, enrollment in a writing course, written apologies, self-structured behavior change, and new learning experiences.

The department's academic review committee will determine if a remediation plan has been successfully completed based on the unique timeframe included in the plan and required tasks for each student. If the remediation plan requirements are met, the student will remain in good standing. If a remediation plan has not been successfully completed, the committee will work with the student to identify obstacles. If there is forward progression and high student engagement, the committee may recommend further remediation (e.g., additional timeframe; additional requirements). If there is not forward progression, the committee may recommend dismissal from the program.

#### **Potential Dismissal**

The dismissal of a student is a serious matter and, in general, denotes unresolved issues related to inadequate academic progression and/or problems of competence. The reasons listed below are examples of what may reflect grounds for dismissal from the program:

Receipt of three grades of "No Credit" or letter grades of "C" or below in a single semester or same course or cumulatively

Inability to successfully pass a core program requirement after two attempts

Failure to meet the minimum cumulative GPA requirement of 3.0 for three consecutive semesters

Pattern of repeated unethical or unprofessional behavior (see Saybrook Student Code of Conduct, CIMHS policies, and relevant state and federal guidelines)

Unsatisfactory progress in the dissertation phase (two or more years in the dissertation proposal)

Grounds for immediate dismissal may include, but are not limited to: Inappropriate, discriminatory, and/or prejudiced speech; violence or threats of violence; egregious violations of the APA ethics code; violations of federal and/or state laws; repeated difficulties with plagiarism and/or authentic writing; discriminatory or offensive language or behavior; misrepresentation of academic or professional credential(s) before, during, or after the program application process. Repeated offenses at Level II or III could result in immediate dismissal.

When evaluating the decision to dismiss a student from the program, the faculty may seek professional consultation both within the university and in some instances outside the university to determine the most appropriate course(s) of action (in accordance with FERPA and other relevant laws). The College Dean and the Vice President for Academic Affairs may also be notified of the decision.

If immediate dismissal is indicated, the CIMHS Dean and Department Chair will notify the student in writing that they have been dismissed from the program, effective immediately. The student may appeal an immediate dismissal decision, as outlined in Section V.

If a student is dismissed from the program or voluntarily chooses to withdraw from the program, any relevant report specific to problems of competence and/or behavior will be considered if the student decides to reapply. Readmittance to the program is not guaranteed.

### IV. Appeals Procedure

Students who disagree with a remediation plan and/or dismissal decision may submit a formal written appeal. Reasons for appeal are limited to include: a procedural violation of policy; new evidence.



There are three levels of appeal:

**Level 1 (Department Chair):** A student should submit their formal written appeal to the Department Chair within 10 business days of their disposition notification. In the written appeal, the student should clearly provide a rationale for their reason to appeal. The Department Chair has 10 business days to consider the appeal and provide a formal response to the student.

**Level 2 (College Dean):** If the student would like to appeal the determination made by the Department Chair, they may file an appeal with the College Dean for secondary review within 10 business days of receiving the Department Chair's decision. The College Dean has 10 business days to consider the appeal and provide a formal response to the student.

**Level 3 (Vice President for Academic Affairs):** If the student would like to appeal the determination made by the College Dean, they may file an appeal with the Vice President for Academic Affairs for review within 10 business days of receiving the College Dean's decision. The Vice President for Academic Affairs has 10 business days to consider the appeal and provide a formal response to the student. The decision of the Vice President for Academic Affairs is final.

## Distance Learning Model

Most 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. Classes incorporate a variety of instructional and assessment methods including asynchronous discussion forums, live video conferences, interactive web-based activities, and written assignments. In addition, the MBM, ISW, and APH departments utilize virtual and in-person learning experiences for face-to-face training, to support online classes. These residential conferences are usually held at the start of the spring and fall semesters.

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 7-week terms (A and B) and one semester long term of 15-weeks. The summer semester has one term of 8 weeks or 12 weeks.

## Virtual Student Orientation and Residential Conference

All new students in the College of Integrative Medicine and Health Sciences participate in a virtual orientation (VO) in the fall, spring, and summer semesters. During the VO, the students are introduced to Saybrook University's administrative staff, faculty, current students and University-wide policies. Students are oriented to technology, student services, library databases, and more.

New MBM and ISW degree program students participate in the MBM 0505 Mind-Body-Spirit Integration (MBSI) Seminar. The MBSI consists of two full days of experiential learning, and four 4-hour virtual sessions on consecutive Saturdays. See the course descriptions for requirements. The MBSI is offered in a face-to-face format during the semesters when the Department of MBM conducts a face-to-face residential conference. In other semesters, the MBSI will be offered virtually. Students may opt to delay the MBSI to attend a face-to-face or virtual version.

New students in the Applied Psychophysiology degree programs are required to attend a five-day Virtual or residential learning experience. The Department will schedule these five-day conferences either virtually or face-to-face.

The number of required virtual or residential learning experiences for continuing CIMHS students varies by degree program and selected coursework. Review the degree program requirements for more information about the requirements.

## Virtual Community in Nutrition

Students in the Master of Science in Integrative and Functional Nutrition and the PhD in Integrative and Functional Nutrition participate in a semester-long Virtual Community in Nutrition that helps orient them to Saybrook University and the Integrative and Functional Nutrition program. While participating in this distance-taught course, students will interact with faculty and classmates to establish a sense of community and develop best practices for academic success while learning about topics in Integrative and Functional Nutrition. Students in the IFN degree programs may opt to participate in residential conference(s), in addition to this course, if they choose.

## **Virtual Community in Applied Psychophysiology**

All students in the MS in Psychophysiology and the PhD in Applied Psychophysiology participate in a virtual community that begins with the required first semester Graduate Colloquium course and continues throughout the degree program. The virtual community includes invited lectures, research and administrative seminars, a Facebook page, and other elements intended to assist students in orienting to the program. The virtual community builds connections among students and faculty.

## **Department of Applied Psychophysiology**

### **Specialization in Applied Psychophysiology**

Students earning doctorates in Clinical Psychology, Psychology, and Mind-Body Medicine can use elective credits to learn the basics of applied psychophysiology. Depending on their degree program, students will be able to take sufficient coursework to provide them with a solid understanding of psychophysiological assessment and intervention.

## **Department of Mind-Body Medicine**

### **Department of Mind-Body Medicine Academic Progression Policy**

#### **Assessing Basic Academic Writing Skills**

As a fundamental program learning outcome, MS and PhD MBM students are expected to compose original, grammatically correct, coherent, concise, and well-articulated written work in APA style. Throughout the program, students have many opportunities to develop and refine their critical thinking and writing skills as summarized in Stages 1-4:

Stage 1: Writers at this stage are:

- Developing grammatical and syntactical skill
- Familiarizing themselves with the concept of scholarly voice
- Distinguishing among different audiences and tailoring their writing accordingly

Stage 2: Writers at this stage are:

- Communicating ideas consistently and logically within paragraphs
- Articulating rhetorical arguments and supporting them with evidence within paragraphs
- Developing skill in paraphrasing and citing

Stage 3: Writers at this stage are:

- Sequencing and transitioning logically and smoothly in lengthier narratives
- Analyzing external sources critically and accurately

- Synthesizing themes and trends across sources
- Conversant in scholarly terminology and concepts
- Able to explain what theories and models do and do not do

Stage 4: Writers at this stage are:

- Recognizing and accounting for different theoretical and conceptual perspectives

## Creating knowledge

As a general expectation, during the students' first years of their program, prior to the mid-program review, students are expected to demonstrate proficiency with Stage 1 and 2 level writing skills. The following points define required steps of remediation.

- Applicants who are judged on admission to exhibit deficient academic writing skills will be admitted with the condition that they will complete MBM 5507 Graduate Academic Writing within the first semester. If students do not pass MBM 5507, they will have only one opportunity to retake it the following semester. If students receive less than 80% on the final paper, but passed all other assignments, they will pass MBM 5507 and be enrolled in MBM 5507c Graduate Level Academic Writing Continuation in the subsequent semester.
- Students will be assessed on their writing skills at the end of their first academic term and/or semester. If two of their faculty members identify deficiencies, the student will be required to take MBM 5507 Graduate Academic Writing in the next semester.
- Faculty members may recommend the MBM 5507 Graduate Level Academic Writing class or refer students to Saybrook's Center for Writing and Academic Success at any time. However, if two faculty members concur that the student's writing skills are below expectations, MBM 5507 will be mandatory.
- Faculty members may refer students to Saybrook's Center for Writing and Academic Success for tutoring at any point during their program.

## PhD Degree Mid-Program Review

As part of the PhD MBM programmatic review and progressions audit, all doctoral students with or without specializations will participate in a mid-program review of their academic performance and scholarly writing skills. The following courses are prerequisites to the mid-program review:

- MBM 0505 Mind-Body-Spirit Integration Seminar
- MBM 5710 Mind-Body Therapies and Practices
- MBM 5690 Complementary and Integrative Medicine
- MBM 5500 Ethics in Healthcare
- MBM 5681 Psychophysiology of the Human Stress Response

## Minimum of two practice courses

- RES 2100 Research Foundations and Literacy
- RES 2300 Qualitative Data Collection and Analysis
- RES 2500 Quantitative Data Collection and Statistics

By year three, students will be enrolled in a zero credit, semester long Mid-Program Review course before they proceed to the advanced research sequence. If a student has not completed these courses by their third year, the Mid-Program Review will be delayed.

Two MBM faculty members will be assigned to review each student's submitted work. Students must provide evidence, validated by the assigned faculty members that they satisfactorily meet the following program learning outcomes (PLO):

PLO 1: Explain the influence of biopsychosocial factors on general health and wellbeing and the implications for individuals, organizations, and/or communities.

PLO 2: Describe and apply the foundational values, ethical principles, and best practices of the field to oneself and others.

PLO 4: Articulate the application of self-reflection and self-care skills.

PLO 5: Assess and synthesize evidence, theories, and established practices in integrative healthcare.

PLO 7: Compose original, grammatically correct, coherent, concise, and well-articulated written work in APA style.

## Key Assignment 1: Scholar-Practitioner Statement (3-4 pages, APA 7th)

Describe how you position yourself as a scholar-practitioner. Among other things, address:

- How has scholarship informed your studies in the MBM program?
- How are you applying (or plan to apply) the MBM knowledge in your professional work?
- Describe and apply the foundational values, ethical principles, and best practices of the field to oneself and others.

A PLO rubric will be used to assess student performance. Faculty will provide feedback to help guide their forward progress in the program.

## Key Assignment 2: Scholarship: Academic Research Paper (8-12 pages)

Choose an academic research paper from a previous course that best represents your critical thinking skills and scholarly writing. The paper must include all feedback and recommended edits from the faculty member who taught the course. Submit the original paper which contains the faculty feedback, and a second version of the paper after incorporating the feedback. Ensure you have carefully proofread the second version, and turned off all track changes.

The minimum grade to move forward in the doctoral program must be a minimum of 82% (B) and proficient ratings on the grading and PLO rubrics for the academic paper. Students will be expected to demonstrate proficiency with Stages 1 through 4 writing skills:

Stage 1: Writers at this stage are:

- Developing grammatical and syntactical skill
- Familiarizing themselves with the concept of scholarly voice
- Distinguishing among different audiences and tailoring their writing accordingly

Stage 2: Writers at this stage are:

- Communicating ideas consistently and logically within paragraphs
- Articulating rhetorical arguments and supporting them with evidence within paragraphs
- Developing skill in paraphrasing and citing

Stage 3: Writers at this stage are:

- Sequencing and transitioning logically and smoothly in lengthier narratives

- Analyzing external sources critically and accurately
- Synthesizing themes and trends across sources
- Conversant in scholarly terminology and concepts
- Able to explain what theories and models do and do not do

Stage 4: Writers at this stage are:

- Recognizing and accounting for different theoretical and conceptual perspectives

## Creating knowledge

By the second to third year in the program, the faculty members understand students are still learning the critical thinking and writing skills necessary to produce independent research; however, an essential component in the process is to implement faculty feedback. This review process is designed to evaluate the students' ability to reflect on the feedback, incorporate the learning, and improve the quality of their written assignments.

Students who earn scores between 70% to 81% will have only one opportunity to retake the course and implement the faculty members' feedback. Students will not re-enroll in the mid-year assessment if they receive a score less than 70% on the academic paper. If students do not receive an 82% or higher by the end of the second attempt of this evaluation process, students will have the option of transferring to the master's degree program and completing a capstone seminar in Mind-Body Medicine or withdrawing from the doctoral program.

## Assessing Dissertation Proposal Readiness

Students must pass RES 3500 Research Design and Scholarly Writing and RES3xxx Advanced Research Method before progressing to RES 7000 Dissertation Proposal. Students must pass these research courses within two attempts. If students do not meet the standard expectations of the key assignments, they may be required to repeat one or both courses and/or enroll in RES 6900 Dissertation Preparation (3 credits).

# Academic Programs

## Master of Arts

## M.A. Counseling, Specialization in Clinical Mental Health Counseling

Saybrook University's MA Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation assures that the content and quality of our program has been evaluated and meets standards set by the profession. The program is accredited through October, 2026.

Mental health counseling is a helping profession with national standards required for education, training, and clinical practice. Graduate education and clinical training prepares counselors to provide a full range of services for individuals, couples, families, adolescents, and children. Our mental health program prepares counselors to practice in a variety of settings such as independent practice, community agencies, integrated delivery systems, hospitals, and addictions treatment settings. Mental health counselors are uniquely skilled professionals who provide a full range of services. Our MA Counseling program offers a career-focused, clinical program with practicum training which is intended to empower them to shape and craft their own professional development and practice orientation. The program focuses on career opportunities while remaining true to core humanistic principles and helping others.

Saybrook tracks the employment of graduates in and out of the counseling profession, which is defined by the US Department of Labor's Standard Occupational Classification codes 19-3031 (Clinical, Counseling, and School Psychologists) and 25-1066 (Psychology Teachers, Postsecondary).

Saybrook's counseling program is specifically focused on the knowledge, experience, and practical skills students will need to enter professional practice. Graduates from counseling program may be eligible for professional licensure as a Professional Counselor, or equivalent, depending on the state.

Accomplished counseling faculty members are active in both academia and professional practice, with specializations in family systems, couples and family counseling, child and adolescent counseling, leadership development, transformative approaches to therapy, health and wellness, mindfulness, multi-cultural counseling, ethics, mental health advocacy and humanistic-integrative approaches to counseling. 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. 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.

## 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 Clinical Mental Health Counseling 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, and others. Examples of recent 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

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

**Residential Orientation:** All new students in the MA Counseling program begin their studies with a one-time, virtual Orientation. The Orientations will be a combination of Canvas orientation, and a one-time virtual meeting ahead of the academic term start date.

**Residential Conferences:** All students participate in two five-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, full 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:** In order to become licensed as a professional counselor, professional clinical counselor, or mental health counselor candidates must complete the degree, program, and/or coursework required by their chosen state. States also have licensing requirements beyond a program's graduation requirements including: post-master's supervised clinical experience, examination(s), background check, and application for license.

For information on where Saybrook University meets, does not meet, or has not determined if the program meets licensure eligibility requirements for the state in which you wish to be licensed, please visit: <https://www.saybrook.edu/admissions/professional-licensure-and-certification-disclosures/>

The MA Counseling hybrid online 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 section 4999.33) Candidates for licensure must pass the relevant clinical examination and law and ethics examination. Additional post-master's supervised experience is required and candidates must register with BBS as an APCC in order to accrue supervised experience. All candidates are also required to complete the application process, which includes fees and a background check. For further information about licensure in California, please visit the Board of Behavioral Sciences.

During the first semester, all Counseling students complete a curriculum map to licensure to assure that they complete the coursework requirements for their state. State professional licensing requirements are subject to change at any time. Students should contact the specific state licensing board directly to verify information regarding professional licensure. A list of state board contact information is available via The American Counseling Association.

## Admission Requirements

Applicants for the MA Counseling must submit the following documents:

- Application for Admissions
- An official transcript from an accredited university demonstrating successful completion of a bachelor's degree, with a 3.0 GPA or better;
- Professional resume or CV;
- Personal statement; and
- One Letter of recommendation \*

\*Letter of recommendation should be a professional reference



# Program Requirements

## 60 Semester Credits Required

The three-year program provides a low-residency, blended and mixed model of distance learning, where students join a cohort of fellow students studying together online 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 full-time program plan can finish their degree in three years, this plan includes 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

MA 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 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 MA Counseling program is designed to address the CACREP core areas, and one specialization area. To this end, the curriculum includes the following competency areas:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Development
9. Clinical Mental Health Counseling - Specialization

All students will be required to complete a comprehensive exam in the last semester of their program. The exam is in essay format, and prompts and guidance are provided by program faculty through the process.

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

- 
- COUN 2500 - Basic Counseling Skills 3 credit(s)
  - COUN 6020 - Lifespan Development 3 credit(s)
  - COUN 1023 - Understanding Research and Evaluation 3 credit(s)
  - COUN 2025 - Counseling Theories 3 credit(s)
  - COUN 2010 - Structure & Dynamics of the Family 3 credit(s)
  - COUN 2060 - Human Sexuality 3 credit(s)
  - COUN 2050 - Psychopathology and Diagnosis 3 credit(s)

- COUN 2510 - Relationship and Family Intervention 3 credit(s)
- COUN 2560 - Cultural Humility and Responsiveness 3 credit(s)
- COUN 2562 - Crisis and Trauma Intervention 3 credit(s)
- COUN 2650 - Professional Orientation and Ethical Practice 3 credit(s)
- COUN 2505 - Psychopharmacology 3 credit(s)
- COUN 2531 - Group Counseling and Psychotherapy 3 credit(s)
- COUN 2531A - Group Lab
- COUN 2532 - Career Development and Counseling 3 credit(s)
- COUN 2031 - Assessment & Testing 3 credit(s)
- COUN 2555 - Advanced Child and Adolescent Therapy 3 credit(s)
- COUN 2561 - Substance Abuse and Behavioral Addictions 3 credit(s)
- COUN 8152 - Practicum 3 credit(s)
- COUN 8153 - Internship 1 3 credit(s)
- COUN 8154 - Internship 2 3 credit(s)

## Residential Conference Workshops & Special Population Intensives

The following required workshops, intensives and experientials are completed at the residential conferences. These workshops are designed to ensure that students in the state of California meet all of the requirements for the LPCC. In addition to meeting the CA requirements, we have found that all of our students benefit from the depth of conversation in these critical areas. Except where noted, these workshops are required for students that plan to pursue a license in CA, and will be optional for all other students. The workshops are:

- COUN 2538 - Aging and Long-Term Care
- COUN 2539 - Child and Elder Abuse Assessment and Reporting
- COUN 2544 - Mental Health Recovery
- COUN 2640 - Partner Abuse and Domestic Violence

## Residential Conference Experiential Training

The experiential training courses are offered as required companion courses to the online course of the same name. These two day experientials allow students to practice their skills, engage in group work, and discuss these topics in depth and in person. The experientials are:

- Experiential: Crisis & Trauma Intervention
- Experiential: Basic Counseling Skills
- Experiential: Relationship & Family Intervention
- Experiential: Group Counseling & Psychotherapy
- Experiential: Child & Adolescent Counseling
- Experiential: Professional Orientation and Ethical Practice

## Residential ProSeminar Training

The ProSeminar courses take place for the last two days of the residential conferences. Each ProSeminar is designed to build on the student's developmental level, and they are also used for Practicum and Internship supervision. Students will shift between activities over the ProSeminar days of the RC, based on developmental level, program sequence, and interest. The ProSeminar days are designed for case consultation, experiential program work- related to client cases, and advanced practice.

- **Pre-Practicum Pro-Seminar** - This residential conference 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. 15 Contact Hours per semester
- **Practicum/Internship Pro-Seminar** - This residential conference course introduces and follows the student/trainee through pre-degree Practicum/internship training. 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. Students enroll in this course in multiple semesters. The course is required each semester the student/trainee is enrolled in Practicum or Internship courses. 15 Contact Hours per semester

## M.A. Leadership and Management

### Program Overview

As of Spring 2021 Semester, the Department of Business Administration & Leadership is no longer accepting students for enrollment in the MA in Leadership and Management.

#### Degree Program Overview

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

The MALM'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 MALM 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 MALM'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 MALM 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 supports 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 is designed 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 MALM 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 MALM 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 MALM Program Guidebook for more information.)

### **M.A. Leadership and Management 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 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 theories and evidence-based models to develop tactics and strategies to address complex operational challenges.
3. Perform as a collaborative professional using management skills to lead culturally diverse teams applying evidence-based best practices.
4. Perform as an effective team leader by designing and managing technology systems and processes to facilitate communication and work-flow among diverse and distributed workforce.

5. Perform as a socially responsive leader which upholds ethical code as an integrated standards of practice rooted in professional integrity, operational transparency, promotion of sustainability, and fostering the mutual benefit of stakeholders.

### **Degree Program Policies**

*Transfer Credit Policy:* Up to 6 graduate semester credits may be transferred if they are (a) awarded by a regionally accredited university, (b) earned at the grade level of B or better and (c) evaluated by the Department Chair as equivalent to an MAM course for which a substitution is appropriate.

*MA to PhD:* Students who complete the 36 credit MA in Leadership and Management can apply for doctoral studies. Upon acceptance into the PhD in Managing Organizational Systems, 15 credits of their Saybrook master's work in MALM will be applied towards their doctoral program. These 15 credits will fulfill the elective requirement for the PhD program. Students complete additional PhD courses which include the required core foundational and research courses.

## **Program Requirements**

*Residential Requirements:* Participation in three 5-day residential conferences (RC) is required. Students must attend the RC each semester they are enrolled except for summer. 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. Leadership and Management with its three specializations is as follows.

### **Course List**

**Semester 1: Distributed Organizations and Global Systems**

**Semester 2: Leadership and Talent Management**

**Semester 3: Communication and Sociotechnical Systems**

**Semester 4: Specialization Courses (see below)**

- Specialization Course 1
- Specialization Course 2

**Semester 5: Specialization Course and Collaborative Work Systems (see below)**

## Semester 6: Capstone: Collaborative Leadership and Strategic Management: Processes, Practices, and Issues

### MALM Specializations

Master of Arts in Leadership and 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.

#### **Executive and Civic Leadership**

Executive leadership, like Civic leadership, requires an ability to work across overlapping and interdependent systems with varying degrees of direct authority. Through a self-directed practicum, twelve-week courses for the specialization curriculum and specialized modules in the core MALM courses, participants learn to develop, deploy, and evaluate system-wide (Adaptive) solutions for organizations and communities distributed across geography and/or cultures. This specialization is designed for leaders ready to engage VUCA (volatile, uncertain, complex, and ambiguous) and Agile environments.

Saybrook University has partnered with Leadership Eastside, a community-impact organization rooted in the Pacific Northwest's Innovation Triangle to make available a first-of-its kind specialization based on Distributed Adaptive Leadership.

#### **Specialization Learning Outcomes**

- Mobilize distributed adaptive systems
- Manage beyond the span of:
  - Authority
  - Locality
  - Across silos
  - Complexity
  - Subject matter expertise
- Integrate into VUCA (volatility, uncertainty, complexity, and ambiguity) and Agile environments

#### **Specialization requirements**

- MAM 8026 - Conflicting and Corroborating Models of Adaptive Leadership
- MAM 8027 - Thrival for Distributed Adaptive Leadership
- MAM 8028 - ECL Practicum

#### **Global Workforce Collaboration**

Contemporary organizations are often multinational, employing talent from many corners of the globe. This specialization enables the manager to become adept at leading in the multinational, multicultural organizations. Many of these skills are also applicable to leaders advancing in domestic markets that interact with global concerns or have diverse workforces.

- MAM 8003 - Dispersed Workforce Characteristics, Environments, and Issues
- MAM 8005 - Managing Across Cultures
- MAM 8008 - Social Network Analysis, Partnership Facilitation, and Conflict Resolution

#### **Innovation Leadership**

Fast-paced progress and change is indicative of the current business environment. Leaders are asked to deliver innovation on all fronts. This specialization prepares them to launch, skillfully implement and evaluate cutting-edge approaches to business.

- MAM 8009 - Innovative Leadership: Principles & Practices
- MAM 8010 - Communication & Group Dynamics
- MAM 8011 - Transforming Organizations: Principles of Change & Development

### **Project Management and Collaborative Work Systems**

This specialization is designed for leaders responsible for managing projects of all sizes and scales. The courses address principles and practices of collaboration and project management.

- MAM 8015 - Project Management and Execution: A Social Systems Approach
- MAM 8016 - Managing Cost, Resources, and Vendors
- MAM 8017 - Project Schedule, Quality Control, and Risk Management

## **M.A. Psychology**

The M.A. in Psychology degree program in the Humanistic Psychology department offers mature students a foundation of scholarship based in the tradition of existential, humanistic, and transpersonal psychology. The M.A. degree program offers graduate education that helps students expand their outlook beyond the confines of a discrete discipline.

Students may customize their electives in the M.A. 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 four Specializations, their academic requirements will be specific to that focus area. Please see the Requirements under each Specialization for details. Requirement courses are integral in the successful understanding and conceptualization of the program; no more than one substitution can be made in program plans.

## **Program Learning Outcomes**

**Through its pedagogy grounded in Humanistic thought, Saybrook M.A. in Psychology Program has the following Program Goals and Program Learning Outcomes/Competencies:**

**Goal 1: Engage self and others in collaborative efforts to promote life-enhancing change, conscious awareness, and authentic and responsible living, individually and collectively.**

1.1 Articulate and apply theoretical foundations, principles, and practices of humanistic and transpersonal traditions that promote life-enhancing change, conscious awareness, and authentic and responsible living.

1.2 Formulate and initiate integrative approaches that honor the whole-person, biopsychosocial-spiritual perspectives and go beyond disciplinary and paradigmatic boundaries.

1.3 Interpret and hold multiple ideas, perspectives, and approaches.

1.4 Examine and cultivate states of consciousness and conscious awareness (present in such practices as mindfulness, meditation, contemplation, and the like) that promote self- reflection, self-knowledge, self-realization, authentic and responsible living, and wholeness.

**Goal 2: Develop scholars-practitioners who (a) use the depth and the breadth of scientific psychology, its history of thought and development, and its methodology in scholarship, practice, and education; (b) are engaged in reflective self-assessment and in reflective practice; and (c) use ethical reasoning, analytical skills, and quality assurance to contribute to the profession through scholarship, research, practice, and responsible action.**

2.1 Identify and apply the central theories, research, and issues in the advancement of humanistic and transpersonal traditions in scholarship, research, practice, education, and responsible action.

2.1.1 Display breadth of inquiry and depth of analysis in humanistically- and transpersonally-informed research, practice, and education.

2.1.2 Integrate evidence-based research literature in professional practice.

2.1.3 Analyze and critique mainstream, humanistic, and transpersonal psychologies from multiple, interdisciplinary perspectives.

2.1.4 Differentiate themselves as self-reflective scholars-practitioners as they engage in reflective practices and integrate humanistic values.

2.1.5 Generate graduate-level writing, professional publications, and professional presentations that advance the discipline, strengthen the community of scholars, and promote evidence-based knowledge and various ways of knowing.

### **2.3 Evaluate and use the methods of the discipline (methodology).**

2.3.1 Evaluate various methods of the discipline and apply analytical skills and humanistically-informed approaches to examining, interpreting, and communicating findings.

2.3.2 Question assumptions of knowledge and examine individual and collective biases.

2.3.3 Use primary sources and evidence-based and professional literature to support assertions.

2.3.4 Utilize a variety of qualitative, as well as quantitative methods in research, scholarship, practice, and education.

2.3.5 Adhere to American Psychological Association style in academic writing.

2.3.6 Engage in systematic efforts to increase the knowledge base of psychology through original research and communicate research results accurately and effectively.

2.3.7 Use methodologies appropriate to the research questions, settings, contexts, and communities.

2.3.8 Identify and/or use qualitative and/or quantitative methods for evaluating the effectiveness of professional activities.

2.3.9 Use ethical reasoning, analytical skills, and synthesis to make independent and collaborative contributions to the field of psychology.

### **2.4 Consistently assess one's own (a) strengths, limitations, motivations, attitudes, assumptions, behaviors, thought processes, and their effect on others and (b) professional competencies and limits of skills and specialized professional practice.**

2.4.1 Show awareness of one's inner emotional experiences and of biopsychosocial- spiritual experiential markers and/or considerations.

2.4.2 Develop an awareness of self as change agent and leader, through fostering inclusive, collaborative, and authentic relationships.

2.4.3 Systematically review one's personal and professional development, competencies, and performance.

2.4.4 Attend to areas requiring further growth and display a commitment to continuous personal and professional growth and development.

2.4.5 Display an awareness of incongruence between self-assessment and other's feedback and seeks to resolve incongruence.



2.4.6 Display understanding that knowledge goes beyond formal training and a commitment to life-long learning.

2.4.7 Display awareness of when to consider referral and a commitment to practicing within one's competence.

## **2.5 Adhere to APA's Ethics Code and Principles and ethical decision-making.**

2.5.1 Adhere to APA's Ethics Code and Principles, state and federal laws pertaining to professional practice in the field of psychology, and ethical decision-making models.

2.5.2 Integrate applicable ethical concepts in research design and in professional practice, publications, presentations, and education.

2.5.3 Display and cultivate the commitment to ethical practice as evidenced by the ability to revise judgments and change behavior in light on new evidence.

2.5.4 Practice appropriate boundary management and develop strategies to seek consultation about complex ethical and legal dilemmas.

## **2.6 Develop supervision, consultation, and quality improvement skills.**

2.6.1 Display knowledge of purpose, roles, and goals of consultation and supervision.

2.6.2 Develop consultative skills, leadership qualities, and strategies for facilitating adaptive and sustainable organizational change, which support the intrinsic value and holistic nature of the individual and organization.

## **2.7 Develop a professional identity as a professional grounded in the Humanistic tradition.**

2.7.1 Display and integrate knowledge of the profession (training model, core competencies, issue central to the field).

2.7.2 Work within an expanded geopolitical, temporal, and socio-environmental context, integrating core humanistic values.

2.7.3 Examine how effectiveness as a change agent or as a leader is influenced by individual development and its relationship with organizational culture and systems.

2.7.4 Experience, support, and display intra-and interpersonal authenticity and compassion.

## **Goal 3: Develop the attitudes and abilities essential for critical and creative thinking, for innovation, and for using scholarship to inform practice and practice to inform scholarship.**

### **3.1 Activate intellectual curiosity and flexibility, as well as an openness to new ideas. Think beyond disciplinary boundaries and integrate diverse experiences and perspectives that result in creative solutions to contemporary issues.**

3.1.1 Awaken creative potential in the midst of complexity, ambiguity, and uncertainty.

3.1.2 Generate active problem-solving, innovation, and creativity that moves beyond disciplinary and conceptual boundaries.

3.1.3 Identify, apply, and evaluate creative, interdisciplinary solutions to diverse challenges in research, practice, and education.

3.1.4 Generate creative inquiry that leads to deliberate and spontaneous creative action.

3.1.5 Design and utilize art-based inquiry and research to explore contemporary issues.

3.1.6 Explore and use self-reflection and seek feedback for the purposes of self-actualized creativity.

### **3.2 Critically analyze and critique psychological literature.**

3.2.1 Analyze, synthesize, and evaluate scholarly literature.

3.2.2 Critically examine popularized psychological literature.

**Goal 4: Develop the ability to recognize, respect, and accommodate various individual and cultural differences in all aspects of professional work.**

#### **4.1 Integrate effective communication across cultures and cultural sensitivity in working within expanded geopolitical, temporal, and socio-environmental contexts.**

4.1.1 Examine how cultural diversity factors underlie theory, research, practice, and education in humanistic and transpersonal psychologies.

4.1.2 Invite, value, and integrate individual and cultural diversity issues and viewpoints into one's scholarly work, practice, and responsible action.

4.1.3 Communicate effectively across cultures in professional, verbal and written formats, displaying and cultivate cultural sensitivity when working with and/or relating to individuals, groups, and/or organization.

4.1.4 Systematically evaluate one's professional behavior in a culturally-sensitive manner and modify it, as appropriate to the needs of the client, in a manner that improves client/research participant outcomes and avoids harm.

#### **4.2 Use professional guidelines in research and practice with diverse populations.**

4.2.1 Initiate and support diversity in all aspects of professional work.

4.2.2 Initiate, and support consideration of developmental processes and factors in all aspects of professional work.

#### **4.3 Recognize how one's own perspectives can bias and limit one's ability to work with individuals who hold other viewpoints.**

4.3.1 Analyze and formulate how one's perspectives and ethnic group values influence who one is and how one relates to other people.

**Goal 5: Display self-awareness in relationships and a commitment to an empathic, compassionate dialogue that is constructivist, collaborative, authentic, and caring.**

#### **5.1 Analyze and evaluate one's relationships and personal growth from a humanistic perspective.**

5.1.1 Create a personal statement of humanistically-informed professional goals, examining how one's personal qualities pertain to these goals.

5.1.2 Formulate one's own and other's spiritual connections (to life, to nature, to others, to a sense of the ultimate) and honor those spiritual connections in working with others.

5.1.3 Integrate principles of humanistic psychology into personal and professional domains.

5.1.4 Display appreciation of supportive humanistic and transpersonal qualities and strengths, such as altruism, empathy, optimism, compassion, mindfulness, acceptance, inclusiveness, and courage.

#### **5.2 Create and cultivate an environment that promotes self-healing.**

5.2.1 View the client as an agent who is able to initiate action, make choices, set goals, and chart life courses.

5.2.2 Display respect for the perceptions, feelings, experiences, values, desires, and self-healing capacity of the person.

5.2.3 Display and integrate facilitative conditions such as empathy, congruence, warmth, and acceptance, verbally and non-verbally.

5.2.4 Attend to the person as he or she defines himself or herself.

5.2.5 Display and support effective working alliance with clients.

5.2.6 Initiate appropriate disclosures regarding problematic interpersonal situations.

### **5.3 Contribute to a facilitative learning environment.**

5.3.1 Work collaboratively to form and maintain productive and respectful relationships with clients, colleagues, supervisors, and professionals from other disciplines.

5.3.2 Contribute to classes regularly and constructively.

## **Hybrid-Online Learning Model**

### **Residential Orientation (RO)**

All new students in the M.A. Psychology degree program begin their studies with our one-time, two-day Residential Orientation (RO). Typically, Residential Orientations are held two days ahead of the Residential Conference (RC) 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 Department Chair and the Psychology Faculty Academic Advisor to organize their degree plan and 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 Conference (RC)**

Starting with Fall 2021-2022 academic year, all Psychology students will be required to attend only Fall 5-day RC each academic year. Although you may complete most of your courses through distance learning, all our psychology 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 required conference. It is imperative that students plan accordingly. Any exceptions must be approved by the Department Chair prior to the conference.

Master of Business Administration (MBA) level students are not required to attend the RC. Other master level students attend until they are formally enrolled in either the M.A. project or thesis

No academic credit is given for attendance at the 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 Department Chair, 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. Students will need to review their program plan to confirm the 1 credit Independent Study will satisfy degree requirements.

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 essays orals).

## **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 Department Chair prior to the missed conference for approval. Refer to the Student Refund Policy for additional information.

## **RC Substitution Process**

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.

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 Department Chair, 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 Department Chair. Transfer course credits do not affect the minimum number of credits required for the degree.

Transfer credit to be applied toward required electives:

- M.A. Psychology - May include up to 6 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 seven 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 - 3 years.

## **College, Degree Program, or Specialization change**

Students who wish to change their degree program will be reevaluated by the Department Chair 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. For those wanting to change their specialization, the new Specialization Coordinator will review the student's objectives for acceptance and the Department Chair approve the change. In all cases, where possible, current Saybrook completed courses will be considered for application toward the new degree program and/or specialization. Students who change degree programs will have their transfer credit evaluated again by the Department Chair of the new program. Transfer credit awarded is not guaranteed to apply to the new program.

## **M.A. in Psychology Degree with Specialization**

Any student enrolled in Psychology may opt to declare one of the Specializations offered through the HP department. Specializations at the Master's level include:

Consciousness, Spirituality, and Integrative Health (CSIH)

Creativity Studies (CS)

Existential and Humanistic Psychology (EHP)

Psychophysiology (PH)

## **M.A. in Psychology to Ph.D. in Psychology**

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). Students that are accepted on the condition of completion of the M.A. degree may take 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 terms of transfer credits for students once they have attained the master's degree in Psychology, a maximum of 30 credit hours may be applied toward the Ph.D. in Psychology.

## **Requirements**

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

**Specialization Coordinator: Israel Espinosa, Psy.D.**

**Psychology Faculty Academic Advisor: Vasiliki Georgoulas-Sherry, Ph.D.**

# Department Chair: Israel Espinosa, Psy.D.

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 M.A. Psychology and not declare a specialization.

## Research Course Sequence:

- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- RES 1700 - Research Methods for Practitioners 3 credit(s)

## Core Psychology Courses:

- PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I 3 credit(s)

## Core Ethics Courses (select 1 of the following courses):

- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)
- CSIH 4070 - Ethics, Spirit, and Health Care 3 credit(s)

## Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- CSIH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)

## Psychology Specialization Courses:

### Choice of one of the following courses:

- CSIH 3000 - Psychology of Consciousness 3 credit(s)  
OR
- CSIH 3200 - Seminar in Consciousness, Spirituality, and Integrative Health 3 credit(s)  
OR
- EHP 3080 - C. G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology 3 credit(s)  
OR
- APH 5051 - Fundamentals of Psychophysiology 3 credit(s)

### Choice of one of the following courses:

- CS 4500 - Dimensions of Creativity 3 credit(s)  
OR
- CS 7067 - Creativity at Work 3 credit(s)

### Choice of one of the following courses:

- EHP 1080 - History and Systems of Psychology 3 credit(s)  
OR
- EHP 2000 - Foundations of Existential and Humanistic Psychology 3 credit(s)

Other Electives: 6 Credit(s)

Upon Completion of all required courses:

- PSY 9200 - Master's Project 3 credit(s)  
OR
- RES 9400 - Master's Thesis Research 6 credit(s)

Total: 33-36 Credits \*

\*Saybrook transcript must reflect a minimum of 33 completed post-baccalaureate credits of new learning for the M.A.

## **M.A. Psychology, Consciousness, Spirituality, and Integrative Health (CSIH) Specialization**

Specialization Coordinator: Marina A. Smirnova, Ph.D.

Psychology Faculty Academic Advisor: Vasiliki Georgoulas-Sherry, Ph.D.

Department Chair: Israel Espinosa, Psy.D.

Students in the Department of Humanistic and 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 CSIH Specialization is not required to earn the degree, it will be listed on the transcript if students formally declare CSIH Specialization and complete its requirements. Because CSIH Specialization requirements are subject to change, each student's CSIH Specialization requirements are established at the time when they formally declare CSIH Specialization.

The CSIH Specialization takes an interdisciplinary and integrative (psyche, mind, body, and spirit) approach to understanding individual, cultural, transcultural, and transpersonal perspectives on consciousness evolution, biopsychosocial-spiritual and cultural transformation, spirituality, healing, healthful and vibrant longevity, individuation, wholeness, and wellness. We believe that well-being and health need to embrace all dimensions of human life. The integrated study of consciousness, spirituality, and integrative health offers ways of understanding people's internal and external growth, worlds, and lives as accessible through such pathways as consciousness studies, the world's spiritual and wisdom, traditions, and healing arts, depth psychology, transpersonal psychology, energy medicine, health span and vibrant longevity, spiritual creativity, self-regulation and self-healing, hypnosis, imagery and the imaginal, the arts, dreamwork, and contemplative practices. In this context, students who wish are certainly able to focus their work on transpersonal psychology, transpersonal inquiry, and transpersonal practices.

The study of consciousness, psychology of consciousness, and consciousness evolution offers students a unique opportunity to explore various aspects of consciousness through approaches ranging from ethnography,

autoethnography, and historiography to phenomenological, heuristic and Heuristic Self-Search Inquiry, hermeneutic, and art-based explorations of work and community life, interpersonal relationships, spiritual beliefs and practices, extended health span, healthful and vibrant longevity, culture, and social action. Given the diverse array of course offerings, in conversation with Dr. Vasiliki Georgoulas-Sherry, our Psychology Faculty Academic Advisor, students are able to incorporate in their program plan courses that support their particular scholar-practitioner calling, interests, and career goals. The study of spirituality supports students who want to pursue work in areas such as pastoral care, spiritual guidance, spiritual mentoring, and life coaching or who want to integrate understanding of the spiritual dimension of human life into another profession or field. 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 interdisciplinary and integrative approaches to health, healing, health span, healthful and vibrant longevity, and well-being that have not necessarily been regarded as standard within mainstream medical and psychological care, including spiritual, wisdom, indigenous, esoteric, mystical, and Earth-honoring traditions and practices of the world. Additional alternative health perspectives, approaches, and practices relevant to psychological, psychospiritual, and physical health and vitality that are studied include meditation, mindfulness, prayer, contemplation, psychomythology, energy medicine, health span and vibrant longevity, hospice work and chaplaincy, guided imagery, clinical hypnosis, Holotropic Breathwork, dreamwork, biofeedback, Enneagram, the arts, and indigenous healing. Students may also explore spirituality and consciousness, including their role in physical, psychological, and psychospiritual resilience and vitality, extended health span and robust longevity, personal and professional relationships, organizational functioning, culture, 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 research, scholar-practitioner writing, health care, health span innovation and longevity studies, peace work, pastoral care, spiritual counseling, conflict resolution, education, consulting, coaching, mentoring, and/or organizational work.

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

The course requirements listed below are for students enrolled in the Psychology degree program.

The charts below will show you the basic academic requirements for the M.A. in Psychology degree with Consciousness, Spirituality, and Integrative Health (CSIH) Specialization.

### Research Course Sequence (taken in order):

- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- RES 1700 - Research Methods for Practitioners 3 credit(s)

### Core Psychology Degree Courses:

- PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I 3 credit(s)

### Core Ethics Course (select 1 of the following courses):

- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)
- CSIH 4070 - Ethics, Spirit, and Health Care 3 credit(s)



Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

- CSIH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)

Core CSIH Specialization Courses:

- CSIH 3200 - Seminar in Consciousness, Spirituality, and Integrative Health 3 credit(s)
  - CSIH 5000 - Interdisciplinary Foundations for Vibrant Longevity, Part 1 3 credit(s)
- Students can take the same CSIH 5000 course with EHP/CS/PSY/MBM prefix

CSIH Specialization Electives: 3 Credit(s)

Other Electives: 6 Credit(s)

Upon Completion of all required courses:

- PSY 9200 - Master's Project 3 credit(s)
- OR
- RES 9400 - Master's Thesis Research 6 credit(s)

Total: 33-36 Credits \*

\*Saybrook transcript must reflect a minimum of 33 completed post-baccalaureate credits of new learning for the MA.

## **M.A. Psychology, Creativity Studies Specialization**

Specialization Coordinator: Robert Cleve, Ph.D.

Psychology Faculty Academic Advisor: Vasiliki Georgoulas-Sherry, Ph.D.

Department Chair: Israel Espinosa, Psy.D.

The Creativity Studies specialization is designed for students who want to explore and learn how to accomplish in-depth research related to a particular phenomenon related to creativity and make a meaningful contribution to the field. The Department of HCP degree program encourages students to examine vital contemporary questions about the theories, process, and innovative production of creativity and investigate environments that support different types and models 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 child development and even household chores. From schools to big business, the importance of understanding and encouraging both creative and innovative/purposeful solutions has been widely researched and 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 well beyond the arts to encompass "everyday creativity," the original 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 exploration through scholarship. General learning goals include understanding the history, research, and practical application of creativity studies. Students enrolled in this Specialization will develop specific learning goals guided by a highly experienced faculty member tuned into their specific interests, aspirations, and personal passion.

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

- Understand, critically analyze, and conduct time honored paradigms to psychological research and art-based research approaches.
- Be a subject matter expert in the field of creativity and in a specific aspect of creativity.
- Work to engage others in efforts to promote life-enhancing change.
- Bring innovation and creative approaches 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 across multiple contexts and acknowledge your own biases and unchallenged assumptions.
- Display an awareness of strengths and challenges incorporating humanistic values, including authenticity, empathy, embodiment and compassion.

## Master of Arts (M.A.) Degree in Psychology; Specialization in Creativity Studies

### Research Course Sequence (taken in order):

- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- RES 1700 - Research Methods for Practitioners 3 credit(s)

### Core Psychology Courses:

- PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I 3 credit(s)

### Core Ethics Courses (select 1 of the following courses):

- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)

- CSIH 4070 - Ethics, Spirit, and Health Care 3 credit(s)

Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- CSIH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)

Core CS Specialization Courses:

- CS 4500 - Dimensions of Creativity 3 credit(s)
- CS 4510 - Perspectives in Creativity 3 credit(s)

CS Specialization Electives: 3 Credit(s)

Other Electives: 6 Credit(s)

Upon Completion of all required courses:

- PSY 9200 - Master's Project 3 credit(s)  
OR
- RES 9400 - Master's Thesis Research 6 credit(s)

Total: 33-36 Credits \*

\* Saybrook transcript must reflect a minimum of 33 completed post-baccalaureate credits of new learning for the M.A.

## **M.A. Psychology, Existential and Humanistic Psychology Specialization**

Specialization Coordinator: Drake Spaeth, Psy.D.

Psychology Faculty Academic Advisor: Vasiliki Georgoulas-Sherry, Ph.D.

Department Chair: Israel Espinosa, Psy.D.

Saybrook's Existential-Humanistic Psychology program looks at the depth of what it means to be fully human, from our internal stirrings through our relationships with others and our engagement with the world. Existential-Humanistic Psychology is a meeting point between psychology and philosophy, creativity, spirituality, ethics, and other disciplines. The program explores the freedom within each one of us balanced with our responsibilities to others. From a diverse perspective, students explore how humanity discovers meaning in our lives, moments of awe,

and the creation of wisdom. Students are guided through these questions in scholarship, research, and in real world applications by committed faculty who are recognized and prominent scholars in these traditions.

The Specialization encompasses both the important history and contributions of existential and humanistic psychology as well as contemporary directions in these fields. We maintain Saybrook's long history and legacy as the leaders in existential and humanistic thought and application. The eminent scholars on the faculty are inspired to support the next generation of leaders.

Though specialization does not prepare you for licensing as a psychologist, many master level licensed professionals attend this specialization to deepen their understanding of Existential & Humanistic practices while are interested in acquiring a Ph.D. in Psychology that support other career goals of teaching, lecturing, writing and more. Other students come from divinity backgrounds, health care, and education setting including teachers and administrators.

From a practice/application standpoint, the EHP approach engages others in the lifelong journey toward self-knowledge and effective action. The course of instruction is designed to direct students' attention toward the growth-oriented dimension of personality and spiritual exploration. Additionally, we explore transformative possibilities inherent within all people and systems.

Augmenting the usual offerings, which focus on behavior and cognition in psychology, the EHP 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 and humanistic principles in practice and research is encouraged and viewed as an essential aspect of serving the highest and best interests of humanity.

## Master of Arts (M.A.) Degree in Psychology with Existential and Humanistic Specialization

### Research Course Sequence (taken in order):

- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- RES 1700 - Research Methods for Practitioners 3 credit(s)

### Core Psychology Courses:

- PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I 3 credit(s)

### Core Ethics Courses (select 1 of the following courses):

- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)
- CSIH 4070 - Ethics, Spirit, and Health Care 3 credit(s)

### Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- CSIH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)

## Core EHP Specialization Courses:

One of the following courses:

- EHP 1080 - History and Systems of Psychology 3 credit(s)
  - EHP 2000 - Foundations of Existential and Humanistic Psychology 3 credit(s)
- And
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
  - CSHH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)

EHP Specialization Electives: 3 credit(s)

Other Electives: 6 credit(s)

Upon Completion of all required courses:

- PSY 9200 - Master's Project 3 credit(s)
- OR
- RES 9400 - Master's Thesis Research 6 credit(s)

Total: 33-36 Credits \*

\* Saybrook transcript must reflect a minimum of 33 completed post-baccalaureate credits of new learning for the M.A.

## M.A. 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 interrelated and can best be addressed by those with a deep understanding of the connections among such issues as social inequity, 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, democracy, 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.

## Admission Requirements

Applicants for the MA Transformative Social Change must submit the following documents:

- Application for Admissions
- An official transcript from an accredited university demonstrating successful completion of a bachelor's degree, with a 3.0 GPA or better;
- Professional resume or CV;
- Personal statement; and
- One Letter of recommendation

## Degree Program Requirements

### **Residential Orientation (RO)**

All new students in the MA and PhD in Transformative Social Change degree programs begin their studies with our one-time, two-day Residential Orientation (RO). 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).

No academic credit is given for attendance at the 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 Department Chair, register for a 1 credit independent study course (ALL 8100) following the RC. 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. Students will need to review their program plan to confirm the 1 credit Independent Study will satisfy degree requirements.

### **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 Department Chair prior to the missed conference for approval. Refer to the Student Refund Policy for additional information.

### **Residential Conference Substitution Process**

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.

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 Department Chair, 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 Department Chair. 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 6 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 seven 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 seven years.

### **M.A. Program Learning Outcomes**

1. Prepare environments that reflect and support participatory, democratic, collaborative leadership skills.
2. Produce interventions that are congruent with ethics and values.
3. Demonstrate and analyze embedded social systems; master a specific social change content area; and able to design social system transformation strategies.
4. Formulate and evaluate dialogues that are inclusive of global, multicultural, multi-generational social and environmental viewpoints.
5. Apply models of compassion and connectedness with the larger community.

## **Requirements:**

### **Core Courses:**

- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- TSC 1025 - MA Project Preparation 3 credit(s)

- TSC 6400 - Ethics for Transformative Social Change: Thinking Like a Global Citizen 3 credit(s)
- TSC 6610 - Social System Transformation Theory 3 credit(s)
- TSC 6615 - Overview of Transformative Social Change Interventions 3 credit(s)
- TSC 7085 - Globalism and Power 3 credit(s)
- OR
- TSC 6510 - Theory and Practice of Nonviolence 3 credit(s)
- RES 9200 - Master's Project Research 3 credit(s)
- OR
- RES 9400 - Master's Thesis Research 6 credit(s)

### Transformative Social Change Electives (Choose two):

- TSC 3220 - African Diaspora: African American Cultural History & Psychology 3 credit(s)
- TSC 6500 - Ecological Psychology 3 credit(s)
- TSC 6515 - Organizing for Community Health & Well-Being 3 credit(s)
- TSC 6510 - Theory and Practice of Nonviolence 3 credit(s)
- TSC 6520 - Gender and Society 3 credit(s)
- TSC 6530 - Social Impact Media: Stories for Change 3 credit(s)
- TSC 6535 - Social Media and Theories of Social Change 3 credit(s)
- TSC 6540 - Assessing Digital Media Campaigns 3 credit(s)
- TSC 6545 - SIM Production Knowing the Tools, Distinguishing the Purpose 3 credit(s)
- TSC 6550 - Conflict Resolution Theory and Methods 3 credit(s)
- TSC 6555 - Creating Outreach Campaigns for Social Impact Media 3 credit(s)
- TSC 6560 - Approaches to Socially Engaged Spirituality 3 credit(s)
- TSC 6570 - Race, Class, and Gender 3 credit(s)
- TSC 6585 - The Human Right to Adequate Food 3 credit(s)
- TSC 6590 - Peace and Justice Studies 3 credit(s)
- TSC 6592 - Immigration and Social Justice 3 credit(s)
- TSC 6594 - Peacebuilding 3 credit(s)
- TSC 6620 - Psychology of Disability, Rehabilitation, and Empowerment 3 credit(s)
- TSC 7050 - Transformative Learning and Change 3 credit(s)
- TSC 7077 - Building Sustainability: The Global Crisis 3 credit(s)
- TSC 7079 - Building Sustainability: Present Practices in Community and Society 3 credit(s)
- TSC 7085 - Globalism and Power 3 credit(s)
- TSC 7115 - Refugee Trauma and Resiliency 3 credit(s)
- TSC 7116 - Global Civil Society Activism and Social Change 3 credit(s)
- TSC 7075 - Global Governance and the Quest for a Peaceful, Just and Sustainable World 3 credit(s)

### Other Electives: 6 credit(s)\*

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

**Total Credits: 33-36\*\***



\*May include up to 6 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 TSC Department Chair.

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

## **M.A. Transformative Social Change, Peace and Justice Studies Specialization**

**Specialization Coordinator: Joy Meeker, Ph.D.**

Students in Transformative Social Change Program MA program may opt to declare a Specialization in Peace and Justice Studies.

### **Overview**

Violent conflict and injustice are ubiquitous. They are also costly in lives and in resources. The Specialization in Peace and Justice Studies prepares students with a deep understanding of the complex causes of societal conflicts and contributors to social injustice, in order to break the cycle of violence and create more just and sustainable social systems. Its special contribution is to relate specific issues and actions regarding peace and justice to a larger transformative social change framework, which engages people to delve more deeply into the causes of social problems at all levels and the processes that can contribute to a more peaceful and just society.

In a historically troubled world, peace and justice don't happen by accident -- they take the effort of diverse people working together to resolve deep-rooted conflicts. The past century left a legacy of violent international conflicts, genocidal wars, massive casualties among civilians and soldiers, the creation of refugee populations, the usurpation of resources needed for local sustainable living, and the allocation of human and material resources in unjust ways. During the first decades of the 21st century, these destructive forces have continued. Bringing a multidisciplinary, multidimensional perspective to bear on these issues, the Specialization supports an understanding of the causes of violence and the potential of restorative justice and nonviolent efforts to transform conflicts into constructive change.

The Specialization in Peace and Justice Studies provides students with critical skills that will prepare them to contribute to efforts aimed at overcoming societal injustice and conflict--from the interpersonal to the global--and the capacities that support increased peace and justice, including:

- Exploring contemporary global challenges to world peace
- Learning cross-cultural conflict resolution and restorative justice practices
- Developing ways to address the multicultural dimensions of societal conflict and injustice
- Expanding the range of tools available to peace practitioners and scholars

### **Peace and Justice Studies Specialization Student Learning Outcomes (SLOs)**

1. Demonstrate leadership capacities that foster participatory and inclusive environments.
2. Construct social change interventions that reflect the values of peace and justice.
3. Classify and apply transdisciplinary models of peace and justice.
4. Analyze the multicultural dimensions of society in the creation of peaceful and just social relationships and systems.

5. Connect the role of compassion to the creation of peaceful and just social systems.

## Program Requirements

### Core Courses

- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- TSC 1025 - MA Project Preparation 3 credit(s)
- TSC 6400 - Ethics for Transformative Social Change: Thinking Like a Global Citizen 3 credit(s)
- TSC 6610 - Social System Transformation Theory 3 credit(s)
- TSC 6615 - Overview of Transformative Social Change Interventions 3 credit(s)
- RES 9200 - Master's Project Research 3 credit(s)
- OR
- RES 9400 - Master's Thesis Research 6 credit(s)

### Peace and Justice Studies Specialization Core

- TSC 6510 - Theory and Practice of Nonviolence 3 credit(s)
- TSC 6550 - Conflict Resolution Theory and Methods 3 credit(s)
- TSC 6590 - Peace and Justice Studies 3 credit(s)

### Peace and Justice Studies Specialization Electives

Choose One:

- TSC 6570 - Race, Class, and Gender 3 credit(s)
- TSC 6585 - The Human Right to Adequate Food 3 credit(s)
- TSC 6594 - Peacebuilding 3 credit(s)

### TSC Electives

Choose One:

- TSC 3220 - African Diaspora: African American Cultural History & Psychology 3 credit(s)
- TSC 6500 - Ecological Psychology 3 credit(s)
- TSC 6510 - Theory and Practice of Nonviolence 3 credit(s) (if not taken as a required course)
- TSC 6515 - Organizing for Community Health & Well-Being 3 credit(s)
- TSC 6520 - Gender and Society 3 credit(s)
- TSC 6530 - Social Impact Media: Stories for Change 3 credit(s)
- TSC 6535 - Social Media and Theories of Social Change 3 credit(s)
- TSC 6540 - Assessing Digital Media Campaigns 3 credit(s)
- TSC 6545 - SIM Production Knowing the Tools, Distinguishing the Purpose 3 credit(s)
- TSC 6550 - Conflict Resolution Theory and Methods 3 credit(s)
- TSC 6555 - Creating Outreach Campaigns for Social Impact Media 3 credit(s)
- TSC 6560 - Approaches to Socially Engaged Spirituality 3 credit(s)
- TSC 6570 - Race, Class, and Gender 3 credit(s)
- TSC 6592 - Immigration and Social Justice 3 credit(s)

- TSC 6594 - Peacebuilding 3 credit(s)
- TSC 6585 - The Human Right to Adequate Food 3 credit(s) (if not taken as a specialization elective)
- TSC 6620 - Psychology of Disability, Rehabilitation, and Empowerment 3 credit(s)
- TSC 7050 - Transformative Learning and Change 3 credit(s)
- TSC 7077 - Building Sustainability: The Global Crisis 3 credit(s)
- TSC 7079 - Building Sustainability: Present Practices in Community and Society 3 credit(s)
- TSC 7085 - Globalism and Power 3 credit(s) (if not taken as a required course)
- TSC 7075 - Global Governance and the Quest for a Peaceful, Just and Sustainable World 3 credit(s)

Total Credits: 33-36

## **M.A. Transformative Social Change, Social Impact Media Specialization**

Students in Transformative Social Change MA program may opt to declare a Specialization in Social Impact Media.

### **Overview**

The first two decades of the 21st century have seen radical changes in the fields of technology, media, journalism, and social change. Social change efforts around the world have been dramatically enhanced by the introduction of new media technologies that enable activists to connect with each other and communicate their ideas more effectively.

This dynamic environment requires that social change activists become skillful storytellers who have the following capacities:

- Possess an understanding of the power of narrative to engage the public in collective action
- Able to utilize emergent forms of media engagement, community building, and social change
- Demonstrate a rich understanding of transformative social change processes in general
- Have the capacity to assess the impact and engagement level of social change efforts

Social Impact Media students expand their scholar--practitioner--activist skills to include a deep knowledge of communication technology and its ability to cross cultural and geographic boundaries, uniting individuals and employing new technologies in the service of social change. Students in this Specialization will participate in the creation of media tools and develop technology--driven campaigns to bring about measurable impact on specific movements and social causes. Students are provided with a theoretical grounding in transformative social change from which to explore and address specific concerns. These range from local issues such as violence prevention in schools to broader global civil society issues, such as social justice, peace, human rights, democratization, and multiculturalism.

Social Impact Media Specializations students will include social activists, media producers, impact researchers and critical thinkers who become able to more fully explore, produce and analyze the power of media to create impact across cultures and within societies. This Specialization is a laboratory for students to develop a deeper understanding of the history and contemporary use of media to create powerful social change campaigns. It is an incubator where students develop the skills to create their own forms of media and outreach campaigns as well as identify effective metrics for measuring impact.

### **Social Impact Media Specialization (SIM) Learning Outcomes:**

Graduates with a specialization in SIM will have successfully achieved the following outcomes:

1. Demonstrate leadership skills related to project development, stewardship and management focused on media projects and teams.
2. Construct stories and strategies of change that are grounded in humanistic values.
3. Analyze the relationship between media and cultural and social change.
4. Differentiate stories of change that are inclusive of global, multicultural, multi-generational social and environmental viewpoints.
5. Examine the intersection of one's own values and affected communities through developing a reflective and empathetic approach to stories of change.

## Program Requirements

### Core Courses

- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- TSC 1025 - MA Project Preparation 3 credit(s)
- TSC 6400 - Ethics for Transformative Social Change: Thinking Like a Global Citizen 3 credit(s)
- TSC 6610 - Social System Transformation Theory 3 credit(s)
- TSC 6615 - Overview of Transformative Social Change Interventions 3 credit(s)
- RES 9200 - Master's Project Research 3 credit(s)
- OR
- RES 9400 - Master's Thesis Research 6 credit(s)

### SIM Specialization Core

- TSC 6530 - Social Impact Media: Stories for Change 3 credit(s)
- TSC 6535 - Social Media and Theories of Social Change 3 credit(s)
- TSC 6540 - Assessing Digital Media Campaigns 3 credit(s)

### SIM Specialization Electives

Choose One:

- TSC 6545 - SIM Production Knowing the Tools, Distinguishing the Purpose 3 credit(s)
- TSC 6555 - Creating Outreach Campaigns for Social Impact Media 3 credit(s)
- TSC 6565 - Multiplatform Journalism: Evolving Models of News Creation 3 credit(s)

### TSC Electives:

Choose One:

- TSC 3220 - African Diaspora: African American Cultural History & Psychology 3 credit(s)
- TSC 6500 - Ecological Psychology 3 credit(s)
- TSC 6510 - Theory and Practice of Nonviolence 3 credit(s)
- TSC 6515 - Organizing for Community Health & Well-Being 3 credit(s)
- TSC 6520 - Gender and Society 3 credit(s)

- TSC 6550 - Conflict Resolution Theory and Methods 3 credit(s)
- TSC 6560 - Approaches to Socially Engaged Spirituality 3 credit(s)
- TSC 6585 - The Human Right to Adequate Food 3 credit(s)
- TSC 6590 - Peace and Justice Studies 3 credit(s)
- TSC 6592 - Immigration and Social Justice 3 credit(s)
- TSC 6594 - Peacebuilding 3 credit(s)
- TSC 6620 - Psychology of Disability, Rehabilitation, and Empowerment 3 credit(s)
- TSC 7050 - Transformative Learning and Change 3 credit(s)
- TSC 7077 - Building Sustainability: The Global Crisis 3 credit(s)
- TSC 7079 - Building Sustainability: Present Practices in Community and Society 3 credit(s)
- TSC 7085 - Globalism and Power 3 credit(s)
- TSC 7115 - Refugee Trauma and Resiliency 3 credit(s)
- TSC 7075 - Global Governance and the Quest for a Peaceful, Just and Sustainable World 3 credit(s)

**Total Credits: 33-36**

## **Master of Science**

### **M.S. Integrative and Functional Nutrition**

Saybrook's Master of Science in Integrative and Functional Nutrition was designed to educate the next generation of nutrition professionals. Graduates of this program will be prepared to apply advanced evidence-based nutritional approaches to effectively address conditions ranging from obesity and high blood pressure to depression and chronic pain.

Integrative and functional nutritionists 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 assessments to inform nutritional diagnoses and develop personalized nutrition care plans to help clients achieve optimal health and vitality.

Declining global health dictates a greater need for well-trained, competent nutrition practitioners across healthcare settings. This need is not being met by current educational models. Thus, CIMHS has created a Master of Science 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, and integrative nutritional therapies, this program equips its students with cutting-edge knowledge, skills, and competencies to be professional nutrition practitioners addressing world-wide health concerns of individuals and communities.

For information on where Saybrook University meets, does not meet, or has not determined if the program meets licensure eligibility requirements for the state in which you wish to be licensed, please visit: <https://www.saybrook.edu/admissions/professional-licensure-and-certification-disclosures/>

### **Program Learning Outcomes**

1. Apply evidence-based integrative and functional nutrition approaches to comprehensively assess and promote the health and wellness of diverse individuals and communities.
2. Critically evaluate and utilize evidence-based resources to inform professional practice.

3. Explain the science of integrative and functional nutrition in health promotion and disease prevention and management to lay audiences and health professionals.
4. Apply knowledge of biochemical, physiological, and psychosocial sciences to assess nutritional status and design integrative interventions.
5. Identify and articulate the ethical, humanistic, and legal guidelines for professional nutrition practitioners.

## Requirements

### Admissions Requirements

Applicants for the Master of Science degree in Integrative and Functional Nutrition must:

1. Submit official transcripts showing completion of a bachelor's degree from a regionally accredited university, with a 3.0 or higher GPA;
2. Provide official transcripts showing completion of undergraduate or graduate-level science courses in the past ten years, with a minimum of a B in each, including 3 credit units from each: a) biochemistry or organic chemistry, b) anatomy and/or physiology, and c) human nutrition. Students lacking any of these courses may be admitted and will add these courses to their Saybrook program plan;
3. Upon request, some students may be required to provide a sample demonstrating academic writing skills. Writing samples and other Admissions documents must be solely and independently authored by the applicant, not professionally edited, and written within the past ten years. Writing samples will be analyzed to assess the applicant's need for a graduate level academic course. Note that if plagiarism is found, it may disqualify the applicant for admission. Plagiarism is defined in the Saybrook catalog section, "Policy on Academic Honesty (Plagiarism) and Authorship." Applicants with challenges in academic writing may be accepted but will be required to take the academic writing class
4. Submit a personal statement addressing their educational objectives; and
5. Submit a resume or curriculum vita.

### Degree Requirements

Saybrook's Master of Science in Integrative and Functional Nutrition requires 40 credits for those students meeting prerequisite science course requirements, and 40-48 credits for those adding any prerequisite science requirements or the academic writing course. No face-to-face residential components (RC) are required for this degree. However, students may choose to attend any of Saybrook's RCs where they will meet other Saybrook students, faculty and staff. Aside from the optional RC, all required coursework is conducted in an online learning environment, mostly asynchronous, supplemented by live video conferences with instructors and classmates. Students write a Capstone paper in their final semester and must pass a final exam in order to graduate from the program. No thesis is required. The expected length of the 40-credit program is approximately 28 months for students enrolled full-time.

Students earning a Master of Science in Integrative and Functional Nutrition can acquire complementary skills to enhance their professional practice by adding a Minor in Integrative Wellness Coaching or a Minor in Mind-Body Medicine to their degree program. The addition of a Minor will add to the total credits of the student's program and take approximately one to two semesters to complete.

Saybrook may accept up to six graduate transfer credits into the Master of Science in Integrative and Functional Nutrition from other regionally accredited colleges and universities prior to entrance. Transfer credits must be suitable for transfer to the intended degree and approved by the Department Chair. Credits are applied to the number of elective or required course credits needed for degree completion.

For further details regarding transfer credit policies, consult the Institutional Transfer Credit Guidelines section of the University Catalog.

### **Degree Curriculum**

The 40-credit Master of Science in Integrative and Functional Nutrition (IFN) includes 16 credits of core courses, 6 credits of research courses, 15 credits of IFN electives, and 3 open credits.

### **Core Courses required of all MS IFN students (16 credits)**

- IFN 5687 - Capstone Seminar in Integrative and Functional Nutrition 3 credit(s)
- IFN 5688 - Advanced Nutritional Biochemistry--Macronutrients 3 credit(s)
- IFN 5689 - Advanced Nutritional Biochemistry--Micronutrients 3 credit(s)
- IFN 5681 - Systems Biology I 3 credit(s)
- IFN 5514 - Virtual Community in Nutrition 1 credit(s)
- IFN 5670 - Foundations of Integrative and Functional Nutrition 3 credit(s)
- MBM 5507 - Graduate Level Academic Writing 3 credit(s)

### **Research Courses required of all MS IFN students (6 credits)**

- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- RES 1700 - Research Methods for Practitioners 3 credit(s)

### **IFN Electives: Choose 5 from the list below (15 credits):**

- IFN 5515 - Systems Biology of Lifestyle Medicine 3 credit(s)
- IFN 5522 - Nutritional Genomics 3 credit(s)
- IFN 5611 - Therapeutic Diets and Menu Planning 3 credit(s)
- IFN 5661 - Nutritional Foundations of Mental Health 3 credit(s)
- IFN 5663 - Sports and Exercise Nutrition 3 credit(s)
- IFN 5673 - Integrative Approaches to the Digestive System 3 credit(s)
- IFN 5676 - Dietary Supplements and Herbal Medicine 3 credit(s)
- IFN 5682 - Systems Biology II 3 credit(s)
- IFN 5686 - Functional Nutrition Laboratory Testing 3 credit(s)
- IFN 5694 - Nutrition-Focused Physical Exam 3 credit(s)
- IFN 5705 - Psychobiology of Eating 3 credit(s)
- IFN 5900 - Integrative Approaches to Chronic Disease 3 credit(s)
- IFN 5660 - Methods in Nutrition Research 3 credit(s)

### **MS IFN Total Degree Requirements - 40 credits**

### **Basic Science Pre-requisites (if required)**

- IFN 5520 - Nutritional Science 3 credit(s)
- IFN 5703 - General Biochemistry 3 credit(s)
- IFN 5704 - Anatomy and Physiology 3 credit(s)

## Total Degree Requirements with Basic Science(s): 39-48 credits

Degree Requirements for 2022-2023 Academic Year approved by CIMHS Degree Program Committee.

### Optional: Minor in Mind-Body Medicine - 12 credits

- MBM 5710 - Mind-Body Therapies and Practices 3 credit(s)  
**Choose 3 from the list below - 9 credits**
- APH 5201 - Principles and Theories of Stress Management 3 credit(s)
- CS 6606 - Introduction to Expressive Arts 3 credit(s)
- CSH 3160 - Personal Mythology and Dreamwork 3 credit(s)
- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s) Residential Conference Required
- MBM 5616 - Movement Modalities for Wellness 3 credit(s) Residential Conference Required
- MBM 5635 - Spirituality and Health 3 credit(s)
- MBM 5510 - Imagery for Health 3 credit(s) Residential Conference Required
- MBM 5645 - The Human Energy Field and Energy Medicine 3 credit(s)
- MBM 5655 - Mindfulness, Meditation, and Health 3 credit(s) Residential Conference Required
- Other options may be required with MBM department chair permission

### MS IFN Total Degree Requirements with Minor in MBM - 48-60 credits

#### Optional: Minor in Integrative Wellness Coaching (IWC) - 9 credits

- COA 5628 - Evidence-Based Coaching 3 credit(s) Residential Conference Required
- COA 5632 - Intermediate Coaching 3 credit(s)
- COA 5593 - Advanced Coaching 3 credit(s)

Saybrook's IWC Certificate program is specifically geared toward individuals who do not currently hold an ICF or NBHWC credential.

### MS IFN Total Degree Requirements with Minor in IWC - 45-57 credits

Degree Requirements for 2021-2022 Academic Year approved by CIMHS Degree Program Committee.

#### Notes:

- The degree completion time for a full-time 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 prerequisite sciences, academic writing, or a Minor into their course plan may 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 academic advisor in your first term of enrollment.
- Students who hold the credential of Registered Dietitian through the Commission on Dietetic Registration are eligible for Advanced Standing and will receive a 6-credit reduction from the Master of Science in Integrative and Functional Nutrition program or a 9-credit reduction from the PhD in Integrative and Functional Nutrition program. This is the maximum allowance for credit reduction for these programs. Credit reduction



may be made by removal of required or elective courses and will be determined on an individual basis by the department chair or academic advisor.

- The Institute for Integrative Nutrition (IIN) provides holistic training in the field of nutrition. IIN's Health Coach Training Program includes coursework in nutrition, health and wellness, coaching techniques, business skills, and personal development. The articulation agreement with Saybrook University allows graduates of the IIN training programs to authorize six credits of graduate credit toward CIMHS masters and doctoral programs.

## Learning and Career Outcomes

The Master of Science in Integrative and Functional Nutrition at Saybrook University prepares students for advanced integrative and functional nutrition practice and exposes them to various complementary healthcare practices. Additionally, this degree prepares individuals for advanced doctoral level studies in nutrition or other health-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) exam. 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. The BCNS reviews each candidate individually, including current course descriptions, transcripts and experience to determine eligibility. To learn more about becoming a CNS, see [www.theana.org](http://www.theana.org)

In addition, the program fulfills the current core academic requirements in nutrition of the Clinical Nutrition Certification Board (CNCB) for the 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](http://www.cncb.org)

The Master of Integrative and Functional Nutrition degree program does not lead to eligibility for the Registered Dietitian Nutritionist (RDN®) credential.

Depending upon each state's specific credentialing and practice requirements, graduates may consider careers in:

- Independent consulting and private practice
- Medical centers, hospitals, long-term care facilities, and other clinical care settings
- Higher education
- Health promotion and wellness education programs
- Yoga and wellness retreats, sports care facilities
- Culinary institutes, agricultural programs, schools, prisons, restaurants and corporate food service establishments
- Public health care, community organizations, legislature and policy settings
- Natural products and dietary supplement industries
- Research and development
- Nutrition, science, food, 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.

## M.S. Mind-Body Medicine

*Mind-body medicine* is known as one of the leading complementary approaches in healthcare. In the past five years alone, thousands of studies have documented the therapeutic benefits of mind-body therapies on physical, mental, and emotional health.

Applying the principles and evidence supporting the effectiveness of mind-body approaches for health outcomes and overall wellbeing, students enrolled in the MS Mind-Body Medicine (MBM) program integrate the philosophy, science, and techniques of mind-body medicine in their personal and professional work. The curriculum presents a foundation of scholarship within the domains of integrative health, mind-body science, practice, research literacy, and ethics. Students may choose to add a minor in integrative wellness coaching or integrative and functional nutrition to expand their knowledge and skills in one of these professional disciplines.

The MS MBM program attracts students from a broad range of education and career backgrounds in health, wellness, education, and non-healthcare fields. Nurses, therapists, coaches, yoga instructors, dietitians, nutritionists, educators, business consultants, and recent graduates from other degree programs, represent the student body. This degree does not qualify graduates for medical licensure.

Depending on their professional interests, MS MBM students may need to pursue additional education in doctoral studies if they intend to teach graduate level courses, conduct research, or seek employment in a healthcare setting.

Graduates are prepared to serve as health and wellness educators, coaches, consultants, directors, and managers in a variety of professional settings:

- Private practice and independent consulting
- Integrative medicine and wellness centers
- Medical centers, hospitals, community health, primary care
- Medical spas
- Yoga retreat centers
- Sports medicine
- Corporate wellness programs
- Colleges and universities

## Program Learning Outcomes

1. Explain the influence of biopsychosocial factors on general health and wellbeing and the implications for individuals, organizations, and/or communities.
2. Describe and apply the foundational values, ethical principles, and best practices of the field to oneself and others.
3. Apply cultural humility, diversity awareness, and inclusion to support health equity and social justice in healthcare systems.
4. Articulate the application of self-reflection and self-care skills.
5. Assess and synthesize evidence, theories, and established practices in integrative healthcare.
6. Critically evaluate research methods and apply published research
7. Compose original, grammatically correct, coherent, concise, and well-articulated written work in APA style.

## Admission Requirements

Applicants for the MS degree in Mind-Body Medicine must submit the following documents:

- An official transcript from an accredited university demonstrating successful completion of a bachelor's degree, with a 3.0 GPA or better;
- Professional resume or CV;

- Personal statement;
- The Department chair may require a writing sample for select applicants, based on the criterion that applicants submit a personal statement in their admissions material that includes grammatical mistakes, spelling errors, or poorly organized text.
- Three graduate transfer credits may be accepted to fulfill one elective or course requirement for the degree program. These credits must be suitable for transfer as determined by the department chair and registrar.
- New MS MBM students must provide official transcripts showing completion of an undergraduate or graduate-level science course in the past ten years, with a minimum of a B in anatomy and/or physiology. Students lacking this introductory science prerequisite course may be admitted by using an elective to accommodate the addition of IFN 5704 Anatomy and Physiology within their first year. Alternatively, students may complete the basic anatomy and physiology course from Saybrook's academic partner, Straighter line

For further details regarding transfer credit policies, consult the Institutional Transfer Credit Guidelines section of the University Catalog for Course Descriptions

### **Provisional Acceptance**

Applicants who fail to meet the identified program standards for academic integrity, academic writing, GPA, and/or professional communications may be admitted provisionally for a specified period [e.g., one semester, two semesters, or one year] and/or specified credits. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline. Failure to achieve the identified standards/expectations [e.g., acceptable academic integrity, adequate academic writing, a minimum GPA of 3.0, pass all courses with a B or above, or appropriate professional communications] within the identified time period [e.g., one semester, two semesters, or one year] and/or specified credits will result in dismissal. Students admitted provisionally cannot appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter.

### **Degree Requirements**

The requirements for the MS MBM degree include 39 credits within specific categories of coursework: core (12 credits), research (6 credits), mind-body science (6 credits), practice (9 credits), and electives (6 credits). If the graduate level writing course is required, an additional elective (3 credits) may be added to the degree requirements (42 credits). The category requirements are listed below and in the degree program plan templates. Adding a minor in integrative wellness coaching or integrative and functional nutrition will add up to 3-12 more credits to the degree program. Pre-requisites must be met to register for certain courses.

Note: All CIMHS students enroll in the MBM 5507 Graduate Level Academic Writing course within the first two semesters of starting the program unless students receive an approved waiver by the department chair.

In some instances, students may request to waive the MBM 5507 writing course and substitute an open elective at the discretion of the department chair. The department chair will make the determination based on any one of three criteria: (a) students may document solo-authored professional publications in a peer-reviewed journal, (b) per our institutional transfer credit policy, students may document completion of an equivalent 3-credit graduate level writing course within the past 10 years and earned a grade of B or better, or (c) students may submit an optional writing sample, and achieve a score of 90% or better on the writing sample grading rubric.

Students enrolled in this degree program must attend any residential conferences (RC) days as required for courses in which they choose to enroll.

## **Core - 12 credits**

- MBM 5710 - Mind-Body Therapies and Practices 3 credit(s)
- MBM 5690 - Complementary and Integrative Medicine 3 credit(s)
- MBM 5500 - Ethics in Healthcare 3 credit(s)

- MBM 5588 - MS Capstone Seminar 3 credit(s) \*

## Research - 6 credits

- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- RES 1700 - Research Methods for Practitioners 3 credit(s)

## Mind-Body Science - 6 credits

Required:

- MBM 5681 - Psychophysiology of the Human Stress Response 3 credit(s)

Choose One:

- APH 5201 - Principles and Theories of Stress Management 3 credit(s)
- CSH 3040 - Models of Consciousness 3 credit(s)
- CSH 3150 - Neuropsychology of Dreams and Dreaming 3 credit(s)
- IFN 5705 - Psychobiology of Eating 3 credit(s)
- IFN 5661 - Nutritional Foundations of Mental Health 3 credit(s)
- MBM 5524 - Contemporary Neuroscience-Psychology and the Brain 3 credit(s)
- MBM 5645 - The Human Energy Field and Energy Medicine 3 credit(s)
- MBM 5674 - Ayurvedic Medicine 3 credit(s)

## Practice - 9 credits

Choose three:

- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s) (2-day RC)
- APH 5627 - Intermediate Biofeedback 3 credit(s) (2-day RC) \*
- APH 5595 - Advanced Biofeedback Practicum 3 credit(s) \*
- APH 5620 - Basic Training and Education in Hypnosis 3 credit(s) (2-day RC)
- APH 5625 - Intermediate Training and Education in Hypnosis 3 credit(s) (2-day RC) \*
- APH 5594 - Advanced Hypnosis 3 credit(s) \*
- COA 5628 - Evidence-Based Coaching 3 credit(s) (2-day RC)
- MBM 5510 - Imagery for Health 3 credit(s) (2-day RC)
- MBM 5516 - Contemplative Approaches to the Chronically Ill, Dying, and Their Families 3 credit(s)
- MBM 5517 - Contemplative Approaches to Grief and Loss 3 credit(s)
- MBM 5518 - Evidence-Based Skills in Contemplative End of Life Care 3 credit(s)
- MBM 5521 - Reflective Leadership in Healthcare 3 credit(s)
- MBM 5523 - Theories & Applications of Mindful Leadership 3 credit(s) (2-day RC)
- MBM 5655 - Mindfulness, Meditation, and Health 3 credit(s) (2-day RC)
- MBM 5596 - Contemplative Inquiry and Creativity in the End of Life Relationship 3 credit(s)
- CSH 3160 - Personal Mythology and Dreamwork 3 credit(s)
- MBM 5635 - Spirituality and Health 3 credit(s)
- MBM 5616 - Movement Modalities for Wellness 3 credit(s) (2-day RC)
- MBM 5720 - Narrative Approaches in Healthcare 3 credit(s)

## Electives - 6 credits

- Elective Choice - 3 credits
- Elective Choice - 3 credits
- MBM 5507 - Graduate Level Academic Writing 3 credit(s)

## MS MBM Degree Requirements - 39-42 credits

### Option: Minor in Integrative Wellness Coaching (IWC) - 12 credits

- COA 5700 - Foundations of Lifestyle Medicine 3 credit(s)
- COA 5628 - Evidence-Based Coaching 3 credit(s) (2-day RC)
- COA 5632 - Intermediate Coaching 3 credit(s) \*
- COA 5593 - Advanced Coaching 3 credit(s) \*

### Total Degree Requirements with Minor in IWC - 42-49 credits

By completing the required coursework in this minor, students also complete the Certificate in Integrative Wellness Coaching. This certificate is approved by the International Coach Federation (ICF) for 88 hours of coach training and is also an Approved Training Program by the National Board for Health and Wellness Coaching (NBHWC). Graduates of the certificate are eligible to apply for additional credentialing through these organizations.

Saybrook's IWC Certificate program is specifically geared toward individuals who do not currently hold an ICF or NBHWC credential.

### Option: Minor in Integrative and Functional Nutrition (IFN) - 12 credits

Select any four 3-credit IFN courses, except IFN 5703 or IFN 5704, for a total of 12 credits. Pre-requisites must be met to register for certain courses.

### Total Degree Requirements with Minor in IFN - 42-51 credits

#### Notes:

- The average time to complete the MS MBM degree requirements is 2 to 3 years.
- A listing of acceptable CIMHS courses and electives are available in the university catalog and online Master Index. Students may also choose electives from other academic departments.
- The MS MBM degree does not qualify graduates for medical licensure.
- Students also may choose to pursue a nationally recognized certificate in clinical hypnosis, biofeedback, or integrative wellness coaching. Refer to the departments of Applied Psychophysiology and Integrative Wellness Coaching to learn more.
- Courses marked with an asterisk require prerequisites.

## M.S. Psychophysiology

### Core Degree and Requirements

**Applied Psychophysiology** is the sub-specialty of psychophysiology which uses knowledge of the biological bases of various behaviors in conjunction with numerous psychological techniques to help people moderate illness-related symptoms and optimize their behavior in the sports, educational, and business environments.

Applied Psychophysiology professionals are professionals who develop and use behavioral assessments and interventions based on such areas as behavioral genetics, hormonal influence on behavior, individual differences in perception, and abnormal physiological patterns. They assist clients in recognizing and altering problems caused by these biological underpinnings. Common psychophysiological intervention techniques include biofeedback, relaxation training, hypnosis, neurofeedback, and stress management among others.

The Department of Applied Psychophysiology, within the College of Integrative Medicine and Health Sciences at Saybrook University, provides a Master of Science in Psychophysiology to prepare graduates to enter doctoral programs in psychophysiology and to pursue careers in a professional practice informed by a scientific understanding of mind and body.

The Saybrook University Master's Degree in Psychophysiology provides two separate Specialization area to meet student needs. These include a Science and Research Specialization for students primarily interested in learning psychophysiological research techniques and who want to continue in basic science and research programs, and the Optimal Functioning Specialization which is a practice-oriented program addressing the need for optimal performance specialists in sports, performing arts and other areas. Each of these Specializations consist of 34 credits and the following courses:

## Science and Research Specialization

### Core Courses:

- APH 5515 - Graduate Colloquium 1 credit(s)
- APH 5051 - Fundamentals of Psychophysiology 3 credit(s)
- RES 2100 - Research Foundations and Literacy 3 credit(s)
- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s)
- APH 5101 - Psychophysiological Recording, Assessment, and Interventions 3 credit(s)
- MBM 5500 - Ethics in Healthcare 3 credit(s)

Total Core Credit Hours: 16

### Specialization Courses:

- APH 4101 - Essentials of Bioscience 3 credit(s)
- APH 4201 - Psychopathology for Psychophysiology 3 credit(s)
- APH 5121 - Methodology in Psychophysiological Research 3 credit(s)
- APH 5122 - Data Analysis in Psychophysiological Research 3 credit(s)
- APH 4514 - Master's Thesis 3 credit(s)
- or
- APH 4515 - MS Capstone Seminar 3 credit(s)

Total Specialization Credit Hours: 15

### Elective Courses:

- Elective Course: (3 credits)

Total Elective Credit Hours: 3

Total Program Credit Hours: 34

## Optimal Performance Specialization

### Core Courses:

- APH 5515 - Graduate Colloquium 1 credit(s)
- APH 5051 - Fundamentals of Psychophysiology 3 credit(s)
- RES 2100 - Research Foundations and Literacy 3 credit(s)  
Or
- RES 1500 - Research Literacy for Practitioners 3 credit(s)
- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s)
- APH 5101 - Psychophysiological Recording, Assessment, and Interventions 3 credit(s)
- APH 6300 - Professional and Ethical Issues in Sports and the Performing Arts 3 credit(s)

Total Core Credit Hours: 16

### Specialization Courses:

- APH 6499 - Psychological Applications for Sports and Performing Arts 3 credit(s)
- APH 5470 - Optimal Functioning in the Sports and Performing Arts Environment 3 credit(s)
- APH 5480 - Foundations of Sport and Performing Arts Physiology 3 credit(s)
- APH 5620 - Basic Training and Education in Hypnosis 3 credit(s)

Total Specialization Credit Hours: 12

### Elective Courses:

- Elective (3 credits)
- Elective (3 credits)

Total Elective Credit Hours: 6

Total Program Credit Hours: 34

## Doctor of Philosophy

## Integrative and Functional Nutrition - MS-to-PhD Pathway

Applicants whose ultimate goal is to obtain a PhD in Integrative and Functional Nutrition, but who do not yet hold a master's degree, may apply directly to PhD in Integrative and Functional Nutrition. If accepted, these students will enter as PhD students via and follow the minimum 77-credit MS-to-PhD in Integrative and Functional Nutrition pathway. In this pathway, students will be registered as doctoral students. Upon completion of the 40-credits required for the MS in Integrative and Functional Nutrition, students are awarded the MS degree while continuing seamlessly with the remaining PhD requirements. No time off is required at completion of the MS requirements. This pathway saves the student time and facilitates progression to towards the PhD in Integrative and Functional Nutrition.

### **Degree Requirements and Learning Outcomes**

Students in the MS-to-PhD pathway will complete all degree requirements for the Master of Science and the PhD in Integrative and Functional Nutrition within a single 77-credit degree program, including completion of both the MS IFN Capstone and a doctoral research dissertation. Students in this pathway will enter directly into the PhD program and, as such, will follow the advanced research course sequence required of doctoral students in Integrative and Functional Nutrition. Students in this program will be required to complete a doctoral research dissertation to graduate. By taking 6-9 credits per semester, students in the MS-to-PhD pathway will be awarded the PhD in Integrative and Functional Nutrition in an estimated average of 5 years. However, this time will vary depending on the student's course sequence and dissertation progress. Upon completion of all requirements, students will have met the program learning outcomes of PhD in Integrative and Functional Nutrition.

Those earning the PhD in Integrative and Functional Nutrition from Saybrook University will be prepared as scholar-practitioners to hold careers in academia, research, public health, or private practice.

Saybrook University's PhD in Integrative and Functional Nutrition degree program fulfills the current academic requirements for the Certified Nutrition Specialist (CNS) exam. 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 1,000 hours of supervised experience. The BCNS reviews each candidate individually, including current course descriptions, transcripts and experience to determine eligibility. To learn more about becoming a CNS, see [www.theana.org](http://www.theana.org)

In addition, the program fulfills the current core academic requirements in nutrition of the Clinical Nutrition Certification Board (CNCB) for the 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](http://www.cncb.org)

If you are interested in seeking the RD credential upon completion of the PhD in Integrative and Functional Nutrition program at Saybrook University, please visit the website of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) at <https://www.eatrightpro.org/acend/students-and-advancing-education/ispp-for-students>. ACEND® policies for Individualized Supervised Practice Pathways (ISPPs) allow individuals holding a doctoral degree without a DPD verification statement to apply for an ISPP; however eligibility requirements and options may vary by program. You can see which Dietetic Internships, Coordinated, or Didactic programs currently offer ISPPs by visiting Accredited Education Programs. Doctoral degree holders without a DPD verification statement must attend an ISPP that is approved to offer a track for individuals with a doctoral degree. Students interested in applying to an ISPP should research the eligibility requirements of the program where they intend to submit an application, including whether you are required to locate your own preceptors, and then contact the program director. Individuals with work experience should also inquire whether the program grants credit for specific competency requirements through an assessment of prior learning.

Depending upon each state's specific credentialing and practice requirements, graduates may consider careers in:

- Research
- Nutrition consulting
- Product development
- Higher education



- Food and culinary settings
- Health program development and execution
- Public health care, community organizations, legislature and policy settings
- Public speaking or journalism (non-technical, technical)

### Admissions Requirements

The following is a list of required and preferred criteria for acceptance into the PhD in Integrative and Functional Nutrition via the MS-to-PhD pathway. Each applicant is assessed individually and all materials including academic transcripts, statement of interest, professional experience, and personal interview are used to determine appropriateness of each candidate.

- Completion of a bachelor's degree from a regionally accredited university with GPA of 3.0 or above (on a scale of 4.0).
  - Preference is given to those with a BS in the health, life, or physical sciences (e.g., nutrition, exercise physiology, biochemistry, chemistry) or whose academic transcripts demonstrate significant science coursework.
    - Alternative degrees will be considered on an individual basis.
- Transcripts from an accredited university showing completion of the following coursework with a B or above within the past 10 years\*.
  - credits Human Nutrition
  - 3 credits Biochemistry or Organic Chemistry
  - 3 credits Anatomy and/or Physiology
    - Those lacking one or more of these pre-requisite courses may be accepted but will be required to add the course(s) to their doctoral program at Saybrook.
    - Applicants whose coursework was completed more than 10 years prior to applying, but who have recent related work experience (e.g., Registered Dietitians) may waive some pre-requisite requirements.

Applicants for the doctoral degree in Integrative and Functional Nutrition must submit:

1. Official transcripts from all undergraduate and graduate universities;
2. A 250-500-words personal statement explaining their professional interest in pursuing the PhD in Integrative and Functional Nutrition;
3. A current resume or CV
4. Upon request, some students may be required to provide a sample demonstrating academic writing skills. Writing samples and other Admissions documents must be solely and independently authored by the applicant, not professionally edited, and written within the past ten years. Due to the importance of scholarly writing standards, all PhD IFN students will be required to take the graduate level academic writing course. Writing samples will be analyzed to assess whether the applicant can be waived from this requirement. Note that if plagiarism is found, it can be disqualifying for admission. Plagiarism is defined in the Saybrook catalog section, "Policy on Academic Honesty (Plagiarism) and Authorship.

### Degree Requirements

Students in this minimum 76-credit program take a core set of advanced nutritional science courses to establish a strong foundation on which to build. Students then select from a variety of nutrition electives, covering topics such as dietary supplements, culinary medicine, gastrointestinal health, and sports nutrition to allow for program customization. Students may also elect to take courses from other programs across the university, from which they can acquire complementary knowledge in areas of mind-body medicine, wellness coaching, psychology, and more.

Saybrook may accept up to nine graduate-level transfer credits into the MS to PhD in Integrative and Functional Nutrition Pathway. Credits must be from suitable coursework completed at another regionally accredited college or university within the past 15 years with a grade of B or above. Transfer credits must be approved by the Department

Chair and are applied to the number of elective or required course credits needed for degree completion. For further details regarding transfer credit policies, consult the Institutional Transfer Credit Guidelines section of the University Catalog.

The MS to PhD Pathway in Integrative and Functional Nutrition requires completion of a doctoral research dissertation. Students take a series of advanced research courses to prepare them to design and conduct a research study on a nutrition topic of their choice. Students must complete all degree requirements, including completion of the research dissertation process, to graduate from the program. Approximate time to graduation is five years, but varies depending on each individual's pace, course requirements, and dissertation progress.

## Degree Curriculum

### Core courses required of all PhD in IFN students (28 credits)

- IFN 5514 - Virtual Community in Nutrition 1 credit(s)
- IFN 5660 - Methods in Nutrition Research 3 credit(s)
- IFN 5670 - Foundations of Integrative and Functional Nutrition 3 credit(s)
- IFN 5681 - Systems Biology I 3 credit(s)
- IFN 5682 - Systems Biology II 3 credit(s)
- IFN 5687 - Capstone Seminar in Integrative and Functional Nutrition 3 credit(s)
- IFN 5688 - Advanced Nutritional Biochemistry--Macronutrients 3 credit(s)
- IFN 5689 - Advanced Nutritional Biochemistry--Micronutrients 3 credit(s)
- IFN 5900 - Integrative Approaches to Chronic Disease 3 credit(s)
- IFN 6100 - PhD IFN Seminar 1 credit(s)
- MBM 5500 - Ethics in Healthcare 3 credit(s)

### Research courses required of all PhD in IFN students (21 credits)

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)  
Or
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)
- This RES course decision (RES2300 or RES2500) should be based on the specific dissertation research methodology. This course should also serve as the appropriate prerequisite course for RES3xxx. See course descriptions.
- RES 2700 - Statistics 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)
- RES 3xxx - Advanced Research Methods 3 credit(s)
- (Select one course which will reflect the methodology of the student's dissertation research, see course descriptions RES 3000-3400) 3 credit(s)
- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

### Basic Science Pre-requisites (if required)

- IFN 5520 - Nutritional Science 3 credit(s)

- IFN 5703 - General Biochemistry 3 credit(s)
- IFN 5704 - Anatomy and Physiology 3 credit(s)

Total Credits with basic sciences minimum 76-85

IFN Electives: Students select 6 courses (18 credits) from the following list:

- IFN 5515 - Systems Biology of Lifestyle Medicine 3 credit(s)
- IFN 5522 - Nutritional Genomics 3 credit(s)
- IFN 5611 - Therapeutic Diets and Menu Planning 3 credit(s)
- IFN 5661 - Nutritional Foundations of Mental Health 3 credit(s)
- IFN 5663 - Sports and Exercise Nutrition 3 credit(s)
- IFN 5673 - Integrative Approaches to the Digestive System 3 credit(s)
- IFN 5676 - Dietary Supplements and Herbal Medicine 3 credit(s)
- IFN 5686 - Functional Nutrition Laboratory Testing 3 credit(s)
- IFN 5694 - Nutrition-Focused Physical Exam 3 credit(s)
- IFN 5705 - Psychobiology of Eating 3 credit(s)
- Any new course with IFN Prefix (EXCEPT IFN 5703, IFN 5704, IFN 5520):
- Any additional research courses

Writing and open elective courses required of all PhD in IFN students (9 credits)

- MBM 5507 - Graduate Level Academic Writing 3 credit(s)

## Open Electives

Students elect two courses (6 credits) from any course across the University for which they are eligible. Students requiring any of the basic sciences ~~or academic writing~~ may use open elective credits to meet these requirements. Students who are notified of their eligibility to opt out of MBM5507 may elect one additional open elective (3 credit) course to fulfill the degree requirements.

\*All required coursework is done virtually. However, some elective options have 1-2-day residential components for which students would be required to attend if they select these courses. Also note that while the residential component is not required, students may opt to attend at any time.

Degree Requirements for 2021-2022 Academic Year approved by CIMHS Degree Program Committee.

## Notes:

- 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 academic advisor in your first term of enrollment.
- Students who hold the credential of Registered Dietitian through the Commission on Dietetic Registration are eligible for Advanced Standing and will receive a 6-credit reduction from the Master of Science in Integrative and Functional Nutrition program or a 9-credit reduction from the PhD in Integrative and Functional

Nutrition program. This is the maximum allowance for credit reduction for these programs. Credit reduction may be made by removal of required or elective courses and will be determined on an individual basis by the department chair or academic advisor.

- The Institute for Integrative Nutrition (IIN) provides holistic training in the field of nutrition. IIN's Health Coach Training Program includes coursework in nutrition, health and wellness, coaching techniques, business skills, and personal development. The articulation agreement with Saybrook University allows graduates of the IIN training programs to authorize six credits of graduate credit toward CIMHS masters and doctoral programs.

## Optional: Minor in Mind-Body Medicine - 12 credits

- MBM 5710 - Mind-Body Therapies and Practices 3 credit(s)  
**Choose 3 from the list below - 9 credits**
- APH 5201 - Principles and Theories of Stress Management 3 credit(s)
- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s)
- CS 6606 - Introduction to Expressive Arts 3 credit(s)
- CSIH 3160 - Personal Mythology and Dreamwork 3 credit(s)
- MBM 5616 - Movement Modalities for Wellness 3 credit(s)
- MBM 5635 - Spirituality and Health 3 credit(s)
- MBM 5645 - The Human Energy Field and Energy Medicine 3 credit(s)
- MBM 5655 - Mindfulness, Meditation, and Health 3 credit(s)
- MBM 5510 - Imagery for Health 3 credit(s)
- Option for other courses may be approved by the MBM department chair

MS to PhD IFN Total Degree Requirements with Minor in MBM - 88-100 credits minimum

## Optional: Minor in Integrative Wellness Coaching (IWC) - 9 credits minimum

Saybrook's IWC Certificate program is specifically geared toward individuals who do not currently hold an ICF or NBHWC credential.

- COA 5628 - Evidence-Based Coaching 3 credit(s)
- COA 5632 - Intermediate Coaching 3 credit(s)
- COA 5593 - Advanced Coaching 3 credit(s)

MS to PhD IFN Total Degree Requirements with Minor in IWC - 85-97 credits minimum

## Ph.D. Applied Psychophysiology

### Core Degree and Requirements

**Applied Psychophysiology** is the sub-specialty of psychophysiology which uses knowledge of the biological bases of various behaviors in conjunction with numerous psychological techniques to help people moderate illness-related symptoms and optimize their behavior in the sports, educational, and business environments.

Applied Psychophysiolgists are professionals who develop and use behavioral assessments and interventions based on such areas as behavioral genetics, hormonal influence on behavior, individual differences in perception, and abnormal physiological patterns. They assist clients in recognizing and altering problems caused by these biological underpinnings. Common psychophysiological intervention techniques include biofeedback, relaxation training, hypnosis, neurofeedback, stress management, among others.

The Department of Psychophysiology, within the College of Integrative Medicine and Health Sciences at Saybrook University, provides a PhD in Applied Psychophysiology with three doctoral level specializations to prepare graduates to pursue careers in a professional practice informed by a scientific understanding of mind and body.

The specializations available within the PhD in Applied Psychophysiology include:

- Clinical Psychophysiology
- General/Investigational
- Optimal Functioning

For licensed health professionals, the Clinical Psychophysiology curriculum provides a range of useful concepts and skills for application in most specialty areas of medicine and mental health. Students entering the Optimal Functioning specialization will learn to assess and assist healthy people to perform better through behavioral control of their physiological systems. Optimal functioning assessments and interventions are widely used in sports, education, business, military, and clinical environments.

In consultation with the Department Chair, students may choose to complete a generalist option which requires 18 credits of APH elective coursework. Students must discuss this option with the Department Chair and design a course of study with their assistance. The generalist option may be the best option for some students. The specializations are detailed below.

### **Program Learning Outcomes**

1. Assess and appraise knowledge of the biological basis of behavior and accurately relate and interpret behavioral dysfunctions to underlying biological dysfunctions
2. Evaluate and interpret psychophysiological recording methodology and set, monitor, recognize and consistently perform correct recordings utilizing psychophysiological equipment.
3. Create, organize, and conduct independent psychophysiological research studies utilizing accepted design and analysis techniques so that students recognize common mistakes in published studies involving design and analysis and can teach others how to do so.
4. Explain and assess the physiological and stress responses underlying both behavioral and physiological sequences impacting optimal functioning, in order to design and conduct appropriate training utilizing psychophysiological based techniques to optimize functioning in business, education, sports, and (when appropriately licensed) clinical environments.
5. Explain and integrate ethical principles and professional practice standards, as promulgated by the field's professional organizations, within the field of applied psychophysiology.

## **Admission Requirements**

Students entering the Applied Psychophysiology 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 76 credits. Applicants to the Clinical Psychophysiology specialization must document a current healthcare or mental healthcare license or completion of a licensable healthcare or mental healthcare degree.

Students showing weaknesses in academic writing skills must take Graduate Academic Writing, a 3-credit course. Depending on prior education, they may need to review learning modules provided by the department covering areas including electronic circuitry, mathematics, psychological assessment, and medical information needed to perform psychophysiological assessments.

By approval, Saybrook may accept up to nine graduate transfer credits into the PhD degree in Applied Psychophysiology from other regionally accredited colleges and universities prior to entrance. Transfer credits must be from courses substantially similar to those offered by the Department. They are applied to reduce the required number of elective or required courses for degree completion. Alternately, they may be waived without granting credit so students can take other electives in place of the transferred courses. Suitability of the proposed courses for transfer to the intended degree are determined by the Department Chair.

If a student has taken more than nine credits of past graduate courses matching required courses, or can demonstrate learning equivalent to a required course, the required course(s) may be waived without credit, and students will take additional elective(s) in their place. For further details regarding transfer credit policies, consult the Institutional Transfer Credit Guidelines section of the University Catalog.

Students who have earned a Saybrook MS in Mind-Body Medicine, or the MS in Integrative and Functional Nutrition, and who are admitted into the doctoral degree in Applied Psychophysiology, can generally transfer all master's degree credits that match either a required course or an elective in the PhD program. The exact amount depends on which master's degree the student has completed, and which PhD specialization the student selects. 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 in Applied Psychophysiology program after completion of a master's degree at Saybrook University, contact the Applied Psychophysiology Department Chair.

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.

## Degree Requirements

Students in the PhD degree program in Applied Psychophysiology pursue a 25-credit sequence of core courses in Applied Psychophysiology, 18 credits in specialization courses, and 12 credits of psychophysiologicaly relevant elective courses. This training prepares graduates for a broad range of employment opportunities in medical and mental healthcare, stress management, optimal functioning, sports and mental health coaching, and wellness education. Students in the PhD in Applied Psychophysiology also complete a 21-credit sequence of research courses, culminating in a doctoral dissertation and oral defense of the dissertation. Students carry out several original research projects, including the doctoral dissertation, on topics relevant to psychophysiological assessments and interventions in areas such as optimal functioning and health care.

Each of the doctoral specializations is described separately with its coursework and career applications, following discussion of the core PhD degree in Applied Psychophysiology.

## Total Degree Credits (Years 1-5) 76

- Core Requirements - 25 credits
- General Electives - 12 credits
- APH Electives or APH Specialization - 18 credits
- Research courses - 21 credits

### **Core Courses:**

- APH 5515 - Graduate Colloquium 1 credit(s)
- APH 5051 - Fundamentals of Psychophysiology 3 credit(s)
- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s)
- APH 5071 - Anatomy and Physiology for Psychophysiologicalists 3 credit(s)
- APH 5101 - Psychophysiological Recording, Assessment, and Interventions 3 credit(s)
- APH 5201 - Principles and Theories of Stress Management 3 credit(s)
- APH 5271 - EEG Biofeedback: Assessment and Intervention 3 credit(s)
- MBM 5500 - Ethics in Healthcare 3 credit(s)
- APH 5771 - Case Seminars 3 credit(s)

Research Course Sequence:

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- APH 5121 - Methodology in Psychophysiological Research 3 credit(s)
- APH 5122 - Data Analysis in Psychophysiological Research 3 credit(s)
- APH 5123 - Practice Research Study in Psychophysiology 3 credit(s)
- APH 5123C - Research in Psychophysiology - Continuation (as needed)
- APH 5125 - Individual Research Focus 3 credit(s)
- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

**Research Course Credits - 21**

## Notes:

- The degree completion time for a student following the default course sequence will average between 4 and 5 years. Some students may complete degree requirements in fewer terms and some may require more terms to complete the degree.
- Acceptable elective credits must be psychophysiologicaly relevant courses.
- 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.

## Residential Conferences

Throughout enrollment in the program, students attend several monthly synchronous web based seminars and attend three in-person training sessions per year. Each session is approximately five days long. Two occur during Saybrook's residential conferences and one during the annual meeting of the professional organization, The Association for Applied Psychophysiology and Biofeedback. Students attend the residential conferences until they complete all coursework other than the dissertation.

## Preliminary Exams

All psychophysiology doctoral students will take a remotely monitored or in person preliminary exam at the end of their fifth course to determine whether the students can demonstrate the ability to (a) write and organize at a level expected of second year doctoral students and (b) synthesize material from several courses. The purpose of the exam is to give the faculty and the Assistant Vice President for Student Affairs an opportunity to identify and support students with writing and synthesizing problems as possible. Students will be given a sample of the exam at least two weeks before the exam is scheduled so they understand the type of writing and depth required for the exam. Students will be given a topic to write an approximately 700-word essay about which is related to material from one of the courses. Students will have two hours to write the essay after being given the topic while being observed by either a program

such as "Zoom" or in person to preclude the students getting personal or electronic assistance. The student will not be permitted to use programs such as Grammarly. The essay will be graded pass-fail by two writing experts from among the team which assesses admission writing samples using a set of predetermined criteria based on grammar and organization. If the experts disagree, the essay will be graded by a third expert. After the essay, the student will be given a topic to write on drawn from a minimum of two courses the student has passed which requires the student to synthesize material from the courses in order to pass the exam. The exam will be graded by two faculty in the psychophysiology department. If the two disagree, a third member will grade the exam. Failure of the exam results in the student not being able to take additional courses until the exam is passed on a second try. A third failure results in automatic dismissal from the program. Students can reapply to the program but must be able to pass the exam before being readmitted.

## Comprehensive Exams

After completion of all coursework and prior to the dissertation defense, each student has to pass a written comprehensive examination. The comprehensive examination is made up of open ended questions covering each of the courses in the student's doctoral studies in psychophysiology. For each comprehensive examination, each professor who has taught a lecture course to the student submits two essay questions for each of the lecture courses they teach in the program. The student selects one of the two questions for each course to answer. The questions will test the student's understanding of a crucial basic concept and the student's ability to apply that concept to applied psychophysiology rather than requiring a list of facts. Students must consult with the Department Chair for approval to be registered in APH 5124 - Psychophysiology Department Comprehensive Exam (0 credits).

The student must pass 80% of the questions to pass the exam. A student who fails the comprehensive may attempt questions from the failed subject areas twice with not less than one month between each attempt. Different questions are supplied to the student for each attempt. If the student does not pass on the third attempt (the original and two retries), the student will be dismissed from the program.

## Dissertation

Students develop their dissertations with the assistance of a mentor and a dissertation committee. Dissertations are designed to produce novel information related to psychophysiology based on a study performed using subjects and to be of adequate quality so its results could be published in a peer reviewed journal. Students must orally defend both the protocol the dissertation study is based on and then of the dissertation's results when it is completed to the members of the dissertation committee.

## Career Outcomes

Licensed healthcare professionals who complete this doctoral degree with the clinical specialization will strengthen their already existing careers, utilizing evidence-based psychophysiological assessments and interventions within their practice areas to see a greater variety of patients and enhance outcomes with current patients. They are prepared to excel in medical and mental health settings, integrative medicine, and a variety of allied health professions. Graduates in the optimal functioning specialization who do not have healthcare licenses will be prepared to work in wellness coaching, sports coaching, stress management, and optimal performance training as consultants, educators, and employees in corporate and medically based health promotion and wellness programs.

## Generalist Specialization

## Specialization Requirements



In consultation with the Department Chair, students may choose to complete a generalist option which requires 18 credits of APH elective coursework. Students must discuss this option with the Department Chair and design a course of study with their assistance. The generalist option may be the best option for some students.

APH Elective 1 - as approved by Department Chair

APH Elective 2 - as approved by Department Chair

APH Elective 3 - as approved by Department Chair

APH Elective 4 - as approved by Department Chair

APH Elective 5 - as approved by Department Chair

APH Elective 6 - as approved by Department Chair

## Required Specialization Credits: (Years 1-4) 18

### Specialization in Clinical Psychophysiology

Clinical psychophysiology represents a new level of scientific 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 Clinical Psychophysiology Specialization (within the doctoral degree in Applied Psychophysiology) gives currently licensed health professionals expert knowledge and skills applicable in their current field of practice, and opens new medical and mental health practice areas as well.

Designed for licensed healthcare professionals (and those with licensable degrees), this curriculum involves extensive evidence-based research to support a comprehensive range of applied psychophysiological assessments and interventions used in the treatment of medical and mental health disorders, in pain management, physical rehabilitation, and a number of other medical specialty areas.

### Specialization Requirements

Students selecting the Clinical Psychophysiology doctoral specialization will complete 18 credits in specialized coursework including coursework in mind-body science (anatomy and physiology, psychophysiology), the application of integrative medicine strategies, and additional clinical skills, such as biofeedback, hypnosis, stimulation technologies, and consulting skills. As part of their required coursework, they may complete Saybrook University certificates in biofeedback / neurofeedback, hypnosis, stress management, or psychophysiological studies.

Psychophysiology oriented electives include courses in pelvic floor disorders, behavioral assessment and intervention for pain, QEEG, advanced topics in EEG, neuromuscular rehabilitation, neuropsychophysiology, advanced hypnosis, impact of hormones on behavior, and impact of genetics upon behavior.

Specialization Requirements for 2022-2023 Academic Year have been approved by the CIMHS Degree Program Committee.

### Notes:

- The degree completion time for a student following the default course sequence will average between 4 and 5 years. Some students may complete degree requirements in fewer terms and some may require more terms to complete the degree.
- Acceptable elective credits must be psychophysiology relevant courses.

- 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.

## Specialization in Optimal Functioning

Current research shows that a whole-person approach toward treating stress-related diseases and chronic health conditions yields improved outcomes, and can also promote optimal levels of human wellness and performance. The Optimal Functioning specialization prepares students to assist healthy people to perform better through behavioral control of their physiological systems. The PhD in Applied Psychophysiology with a Specialization in Optimal Functioning provides an opportunity to broaden and deepen your knowledge of health, wellness, and resilience, and to master strategies that will help human beings to reach their highest wellness and optimal levels of performance in such areas as sports, business, and education. Electives include such courses as optimal functioning in the sports environment, optimal functioning in the business environment, stimulation technologies, hormones and behavior, and many others.

## Specialization Requirements

Students selecting the specialization in optimal Functioning will take an additional 18 credits, to prepare them for careers in such areas as wellness, stress management, sports coaching, mental health coaching, and optimal functioning in business, sports and educational environments. Psychophysiological based electives include optimal functioning in the sports environment, optimal functioning in the business environment, stimulation technologies, pain assessment and intervention, hypnosis, and neurofeedback.

### Required Specialization Credits: (Years 1-4) 18

- APH 5451 - Optimal Functioning: Psychophysiological Applications in the Community, School, Sports, and Workplace 3 credit(s)
- COA 5593 - Advanced Coaching 3 credit(s)
- COA 5628 - Evidence-Based Coaching 3 credit(s)
- COA 5632 - Intermediate Coaching 3 credit(s)
- COA 5700 - Foundations of Lifestyle Medicine 3 credit(s)
- COA 5707 - Positive Psychology Applications 3 credit(s)

### Notes:

- The degree completion time for a student following the default course sequence will average between 4 and 5 years. Some students may complete degree requirements in fewer terms and some may require more terms to complete the degree.
- Acceptable elective credits must be psychophysiological relevant courses.
- 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.

## Career Outcomes

All the specializations in Applied Psychophysiology support career and professional goals across a broad spectrum of academic, healthcare, and organizational environments. The learning outcomes and career outcomes for the Optimal Functioning specialization include: the application of applied psychophysiological knowledge and interventions in wellness coaching, health education, stress management, corporate wellness, and sports applications.

Whether you are a mid-career professional seeking to enhance your existing skills or an individual seeking to transition to a new career path, the optimal functioning specialization provides a comprehensive overview of the wellness and performance fields combined with core skills training.

If you are currently pursuing a career in one of the occupations below or aspire to do so, this degree program and specialization can help you make a difference and advance along your chosen path.

- Stress Management
- Sports Trainer
- Integrative Wellness Coach
- Health Educator
- Clinician

## **Ph.D. Clinical Psychology**

Chair: Theopia Jackson, Ph.D., LP

Associate Chair: Vanessa Brown, PsyD, LP

## **Program Overview**

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:

- Advanced Assessment Specialization\* (AAS)
- Consciousness, Spirituality, and Integrative Health (CSIH)
- Complex Trauma and the Healing Process (CTHP)
- Creativity Studies (CS)
- Existential and Humanistic Psychology (EHP)
- Jungian Studies (JS)
- Applied Psychophysiology (APH)

(\*open to CP students only)

Saybrook tracks the employment of graduates in and out of the counseling profession, which is defined by the US Department of Labor's Standard Occupational Classification codes 19-3031 (Clinical, Counseling, and School Psychologists) and 25-1066 (Psychology Teachers, Postsecondary), and 11-9199 (Managers, All Other).

## Program Learning Outcomes (PLO)

By the end of the program, within the scholar-practitioner model students will be able to...

**PLO 1:** Evaluate and apply relevant psychological theories, scientific knowledge, and psychological assessments to their strength-based holistic conceptualization of persons within context (i.e., individual, collective, community, systems, etc....).

**PLO 2:** Develop a therapeutic relationship that facilitates transformative change through evidence-based, practice-based, and community-defined practices, empathy, congruence, humility, and authenticity.

**PLO 3:** Critically consume, analyze, contribute to and disseminate psychological research in an applied, academic, and/or community-informed manner.

**PLO 4:** Demonstrate professionalism through an evolving self-reflection of their strengths, biases, and areas for growth in humanistic practice and scholarship.

**PLO 5:** Effectively integrate and apply the American Psychological Association (APA) ethical standards, relevant laws, regulations, and policies governing the research, teaching, and practice of clinical psychology.

**PLO 6:** Develop advocacy and accountability for diversity, equity, inclusion, social justice, and anti-racism in the field of clinical psychology in a knowledgeable and self-reflective manner.

## Professional Licensure

In order to become a licensed psychologist, candidates must complete the degree, program, and/or coursework required by their chosen state. States also have licensing requirements beyond a program's graduation requirements which may, depending on the state, include post-doctoral supervised experience, continuing education credits, examination(s), background check, and application for license.

For information on where Saybrook University meets, does not meet, or has not determined if the program meets licensure eligibility requirements for the state in which you wish to be licensed, please visit: <https://www.saybrook.edu/admissions/professional-licensure-and-certification-disclosures/>

The PhD in Clinical Psychology hybrid online program is aligned with the degree and pre-doctoral supervised professional experience requirements of the California Board of Psychology for registration and examination eligibility as a Licensed Psychologist (sections 1386 and 1387 of the California Code of Regulations). The program also offers students the opportunity to complete California Board of Psychology licensure-required coursework as specified in sections 1382, 1382.3, 1382.4, 1382.5, and 1382.6 of the California Code of Regulations.

Candidates for licensure in California must pass the Examination for Professional Practice in Psychology (EPPP) examination and the California Psychology Law and Ethics examination (CPLEE) and complete any remaining licensure-required coursework specified in sections 1382, 1382.3, 1382.4, 1382.5, and 1382.6 of the California Code of Regulations. Additional post-doctoral supervised experience is required in adherence to section 1387 of the California Code of Regulations. All candidates are also required to complete the application process, which includes fees and a background check. For further information about licensure in California, please visit the Board of Psychology.

There is more information on Professional Licensure and Certification Disclosures webpage: <https://www.saybrook.edu/admissions/professional-licensure-and-certification-disclosures/>

# Hybrid Online Learning Model

The PhD Clinical Psychology degree program combines online learning with periodic virtual meetings and required in-person residential learning experiences.

## Residential Orientation (RO)

All new students in the Clinical Psychology PhD program begin their studies with our one-time, Residential Orientation; this can be held virtually or in-person.; see the Program Chair or Associate Chair. This is a required activity for all in-coming CP students.

## Residential Learning Experience (RLE)

Clinical psychology students participate in two five-day long required educational Saybrook Residential Learning Experiences (RLE) 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 these instructional conferences throughout their degree matriculation in order to further clinical skill acquisition and professional development, as well as to ensure that they acquire ample residential hours required by states for eligibility for licensure. Students will be enrolled in a clinical skill and professional development course that requires them to attend several educational offerings during the RLE, as well as those online courses that have a required residential learning component. RLE activities are components of credit bearing courses.

If a student must miss an RLE due to a documented medical emergency or other approved reason, the student needs to notify the Department Chair prior to the missed RLE. Students will be expected to make up the missed RLE, which is to be pre-approved by the Department Chair. Failure to meet the RLE requirement may delay graduation.

## Mid-Term RLE

In addition to the twice-yearly RLEs, the Clinical Psychology degree program offers an intensive educational mid-term residential learning experience (PSY 8000) held in Washington state. Attendance is required for Washington state students in order to comply with state expectations of more in-person instructional activities beyond the twice-yearly Saybrook Residential Learning Experience (RLE). Students will be enrolled in a clinical skill and professional development course that requires them to attend several educational offerings during the RLE, as well as those online courses that have a required residential learning component. This mid-term RLE is optional for all other Clinical Psychology degree students and can be utilized as a substitution for a start of the term RLE (see the Department Chair).

The mid-term Residential Conference for the PhD Clinical Psychology program is held at:

Courtyard Seattle Bellevue/Downtown  
11010 NE 8th Street  
Bellevue, WA 98004

## Academic Credit for RO and RLE

No academic credit is given for attendance at the Mid-Term Residential Learning Experience, Residential Orientation or Residential Learning Experience however, they satisfy degree requirements. RLE activities are components of courses that students are registered for that term. Students who attend a seminar at an RLE and wish to study the topic further may, with the permission of the seminar instructor and the Department Chair, register for an independent study course (ALL 8100) following the RLE and receive 1 academic credit upon completion. Each course is individually

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

## **RLE Approved Absence Policy**

If a student must miss an RLE due to extenuating circumstances that include but are not limited to documented medical hardship or family emergency, attendance at an RLE must be made up at a later date. In such cases, the student needs to notify the Department Chair or Associate Chair prior to the missed RLE for approval, refer to the Student Refund Policy for additional information.

## **RLE Substitution Process**

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

Following the conference and completion of the learning agreement, students must complete the "Confirmation of Attendance at Substitute Conference" form and send it to their faculty sponsor. After review and approval, the faculty sponsor will then forward it to the Department Chair or Associate Chair, 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 Credits**

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 Department Chair or Associate Chair. 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 matriculating at Saybrook University, students may not receive academic credit or credits for coursework to apply to their Saybrook degree in progress from another institution.

Students entering the program with an MA or MS degree in psychology or a related field, or prior graduate work in psychology or a related field, may be eligible to transfer up to 15 credits applied toward electives. Previous graduate coursework must have been completed within the past 5 years. Additionally, up to 15 credits of prior Saybrook non-degree graded certificate coursework, or up to 9 credits of Saybrook non-degree graded coursework will be considered for application toward degree matriculation. Courses will be reviewed for applicability to the degree. Consult the Institutional Transfer Credit Guidelines for additional policy on transfer credit.

Students should be sure to review their Transfer Credit Evaluation once it has been sent to them by the Registrar's Office and should contact the Registrar if they have questions. Students have the option to request removal of any transferred credits prior to the end of their second semester at Saybrook University. We recommend that students check with their Department Chair prior to requesting credit be removed. Once removed, the update is permanent and transfer credits may not be reinstated.

## 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 consult with the DCT or ADCT and review state licensure requirements to determine whether multiple transcripts are accepted. Non-Saybrook courses will not be listed on the transcript.

## Graduate Colloquium and Faculty Mentors

The Graduate Colloquium (GC) is designed as a 'virtual classroom' in order to support the student throughout their 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 faculty members that monitor the GC are the Faculty Mentors, who work closely with the Department Chair, Associate Chair, and Academic Advisors. Faculty mentorship is an integral part of a successful doctoral program, helping to improve student self-esteem, competence, and psychosocial health, as well as improving retention, program completion, and career efficacy (Carpenter et al., 2015). The colloquium affords students opportunities to work directly with their Faculty Mentors, and with student Peer Leads, as well as the Director and Associate Director of Clinical Training (DCT/ADCT). As a degree requirement, students are expected to participate in a GC (PSY 7500 A, B, C, D) throughout matriculation.

## 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) and Associate Director of Clinical Training (ADCT) through the RLE 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**

The internship is an intermediate to advanced supervised clinical experience that follows the completion of the practicum and specific coursework. 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 and Associate 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 (PSY 4000) is an academic credit bearing course and includes a written and multiple-choice exam that 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. Students are eligible for enrollment upon satisfactory completion of all core degree required courses, including clinical practicum hours (PSY 8145A & B). In the course, students will be coached in building upon their collective learning experiences across curriculum, Residential Learning Experiences, professional events, and clinical practicum and internship experiences in preparation for the exam. Students will take the exam in the middle of the term and are required to pass the Comprehensive Exam in order to advance to candidacy. See the course description for more details.

## **Clinical Psychology Student Development Assessment Process (SDAP)**

Policy on Student Progression within the Clinical Psychology Program

### **I. Introduction**

This policy addresses satisfactory student progression in the Clinical Psychology (CP) program. The CP faculty are committed to approaching student assessment and evaluation from a strengths-based perspective with the goal of promoting growth, fostering professional development, and facilitating successful progression within the program. This policy is deemed necessary to both support the professional development of students and to address any concerns that compromise the achievement of professional standards required for the practice of clinical psychology. In the humanistic tradition of Saybrook University, this policy incorporates collaboration and due process among students, faculty, and leadership administration.

This policy is guided by the specific principles and standards outlined in the Ethical Principles of Psychologists and Code of Conduct (APA, 2017). The American Psychological Association (APA), empirical literature, and many states regulatory bodies use the term impairment to describe graduate student behaviors that compromise a student's ability to meet training competencies (APA, Committee on Accreditation, 2005; APA, Ethical Principles of Psychologists and Code of Conduct, 2017; Barnett & Hillard, 2001; Lamb et al., 1987; Schwartz-Mette, 2009; Wolf et al., 2014). Such



impairment may cause harm, or have the potential to cause harm, to current and future clients. The concept of problems of professional competence has been suggested to replace the term impairment, as it conceptualizes the problem as separate from the personhood of the student (Forrest et al., 2008). The CP faculty have collectively decided that the term problems of competence is better aligned with Saybrook University's humanistic tradition. Problems of competence specifically encompass concerns within the following domains: academic performance, ethical conduct, clinical readiness/performance, and/or professionalism (described in greater detail in Section III). Thus, the term problems of competence will be utilized throughout the remainder of this policy. It is the goal of the faculty and administration to proactively discuss any concerns regarding problems of competence in order to partner with students to facilitate their growth and development. The CP faculty serve as gatekeepers of the professional practice of psychology, and the CP department accepts the ethical responsibility of monitoring and managing problems of competence when the need arises (Schwartz-Mette, 2009).

## Clinical Psychology Degree Expectation of Students.

The expectations for CP students as clinicians-in-training fall under three broad competencies categories:

1. Demonstrated knowledge of and adherence to professional standards,
2. Demonstrated application of professional skills, and
3. Effective functioning through self-management and balance of personal experiences and professional demands.

## Professional Standards.

In addition to adherence to Saybrook University policies and procedures, clinical students are expected to:

- Demonstrate professionalism in adherence to the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct, Specialty Guidelines, and other relevant professional of psychologists.
- Abide by any laws and regulation governing the practice of psychology, including any local, state, or federal regulations about the practice of psychology. More specifically, students are expected to integrate/adopt proper professional standards or best practices into their personal and professional development as clinicians-in-training.

It is the responsibility of the clinical psychology degree faculty, in collaboration with Saybrook faculty and staff, to expose clinical psychology students to the knowledge, guidelines and standards that are necessary to effectively socialize them into the field of psychology. Thereby supporting and monitoring the professional development of the student body.

**Personal Functioning.** It is the responsibility of any psychology professional, including to balance their personal functioning and effectiveness. This is most pertinent for CP students during degree matriculation and clinical training. Conceivably, physical, emotional, and/or educational problems may adversely impact the students' clinical skills/knowledge acquisition, professional performance, and academic progression. These challenges may include yet not limited to the following:

- Problematic academic performance and matriculation,
- Poor psychological adjustment and/or inappropriate emotional regulation,
- Significant inappropriate self-care and stress management,
- Lack of capacity for self-directed professional development,
- Ineffective use of and response to supervision, and/or
- Violation of APA Principles of Psychologists and Code of Conduct, Saybrook Student Code of Conduct, and/or other local, state, federal regulatory bodies.

## II. Student Development Assessment Process (SDAP)

### SDAP Process

The SDAP is a method of facilitating and promoting professional development among student trainees. Specifically, the SDAP is a standardized approach to providing feedback to students about their development as clinicians-in-training. Students will be asked to actively engage in self-reflection regarding their strengths, areas for growth, and professional goals during the SDAP. As part of the process, students will complete a self-assessment form. Faculty will partner with students by also assessing their development in the following areas: academic performance, ethical conduct, clinical readiness/performance, and professionalism. The student's formal academic record, narrative evaluations, clinical evaluations (if applicable), previous coursework, written correspondence, and other formal documents will be reviewed in order to assess the student's progression in the program. It is the program's goal that students participate in the SDAP review at the following time points:

1. Beginning of their third semester
2. Completion of PSY8145A Clinical Practicum
3. Concurrent with PSY4000 Comprehensive Exam

In order to engage in professional growth, it is crucial that students receive and integrate constructive feedback from faculty, clinical supervisors, and administration. As part of their development, students should demonstrate the following:

- Openness to receive feedback
- Awareness of the impact of their behavior on others
- Ability to integrate feedback
- Acceptance of personal responsibility and agency
- Ability to express their point of view respectfully
- Ability to exercise professional and ethical judgment in decision-making

Although the expectation is that a student will complete the review at the identified points in the program, a student may be required to participate in a SDAP review upon request from the program depending on academic performance, ethical conduct, clinical readiness/performance, and/or professional concerns.

### Student Review Committee (SRC)

The SRC is comprised of the Associate Chair, the Director of Clinical Training (DCT) and/or Associate Director of Clinical Training (ADCT), and at least two core faculty members. Membership in the SRC is part of the shared governance responsibility of the CP faculty. If a member of the SRC cannot attend a scheduled meeting, another core faculty member from the CP department may temporarily fulfill the role. If the SRC schedules a meeting with a student, the SRC strives to have all committee members present, but may move forward with a meeting with only two members.

### SDAP Procedure

1. Students will engage in SDAP through the Tevera platform.
2. Students will complete the self-assessment form in Tevera. If a student does not complete the self-assessment form by the submission date, their progress will be evaluated without the form by the SRC. It is to the student's benefit to complete the form so that they have a voice in the process. If a student does not complete the form, the SRC may note concerns with lack of engagement.

3. Once students submit their forms, the SRC will review the following: Student self-assessment forms; the formal academic record/transcript; narrative evaluations; clinical evaluations (if applicable); previous coursework; written correspondence; and other formal documents.
4. The SRC will convene to provide a formal evaluation. The SRC will then notify each student and let them know if they demonstrate 1) satisfactory progress, 2) satisfactory progress with minor areas noted for growth; or 2) problems of competence (see Section III).
5. Students who demonstrate satisfactory progress will be notified that they have successfully completed the review and that they are in good standing.
6. If the SRC determines that a student has demonstrated problems of competence, the SRC will meet with the student for further discussion. The intention of this meeting is to promote growth and development for any identified concerns. The SRC will notify the student of the need for further review and will provide formal feedback to the student upon completion of the review (as outlined in Section V).

### **III. Definitions of Problems of Competence**

A student may have problems of competence in one or more of the following domains: academic performance, ethical conduct, clinical readiness/performance, and/or professionalism. Any personal issues that impact performance in the above-mentioned domains is within the purview of the program. The SRC's judgment regarding suitability for program progression includes, yet is not limited to, the above-mentioned domains. In addition to this program policy, students are expected to be adherent to all university-wide policies (e.g., Student Code of Conduct; Student Academic Progress). Please note that this policy is independent from other university-wide policies, yet such policies can be engaged concurrently. Please see the catalog for a full review of Saybrook University policies.

#### **Academic Performance**

A student may exhibit problems of competence within the domain of academic performance if one or more of the following have occurred. This list is not exhaustive and the SRC retains the right to determine if there are significant concerns regarding academic performance.

1. Failed course(s)
2. Failed coursework across multiple courses or within a single course
3. Failed milestone(s) (e.g., dissertation orals and/or final defense; comprehensive exam)
4. Significant deviations in progressing within the CP program plan (e.g., enrolling for courses outside of CP program plan that significantly delays program completion)
5. Low student engagement (e.g., not participating regularly in discussion boards)
6. Timeliness concerns regarding submitted coursework and/or repeated submissions not in alignment with the CP department's late policy
7. Incomplete attendance at a Residential Learning Experience (e.g., arriving late and/or departing early from the RLE without permission; arriving late and/or departing early from lectures during the conference)
8. Plagiarism and/or significant difficulties with authentic writing as outlined in Saybrook University's Policy on Academic Honesty (Plagiarism) and Authorship (e.g., copying someone's work; sabotaging someone's work; not paraphrasing sufficiently in one's own words; taking credit for others' ideas; copying and pasting from other sources; improper or lack of use of APA in-text citations and references; etc.)
9. Self-plagiarism (e.g., submitting coursework from a previous course without instructor pre-approval)
10. Enrollment in the CP program for more than 8+ years may also trigger a review as it's important that the degree reflects recent knowledge and advances in the field.
11. Failure to meet academic standards/expectations as outlined in a remediation plan

#### **Ethical Conduct**

A student may exhibit problems of competence within the domain of ethical conduct if one or more of the following have occurred. This list is not exhaustive and the SRC retains the right to determine if there are significant concerns regarding

1. Violation of any of the enforceable standards outlined in the APA ethics code during performance of academic, clinical, and/or professional tasks
2. Inappropriate ethical decision-making methods or outcomes (e.g., not seeking consultation for an ethical dilemma; not recognizing an ethical dilemma when it occurs)
3. Behavior that is in violation of applicable state or federal law(s)

### **Clinical Readiness/Performance**

A student may exhibit problems of competence within the domain of clinical readiness/performance if one or more of the following have occurred. This list is not exhaustive and the SRC retains the right to determine if there are significant concerns regarding clinical performance.

1. Dismissal from a practicum or internship training site
2. 'Deficient' ratings from a clinical supervisor (e.g., receiving lower than a "3" on the Student Performance Evaluation form)
3. Providing clinical services without proper licensure, supervision, and/or informed consent
4. Formal concerns reported by the Director of Clinical Training (DCT) or Associate Director of Clinical Training
5. Difficulties establishing rapport with clients
6. Concerns with readiness to provide clinical services
7. Practicing significantly outside of one's area of competence
8. Providing treatments that are known to cause harm (e.g., conversion therapy)
9. Engaging in a romantic and/or sexual relationship with a client or former client
10. Violations of the Health Insurance Portability and Accountability Act (HIPPA)
11. Violations of client confidentiality (e.g., failure to de-identify client identifying information for presentations; inappropriate social media use regarding client material; gossiping about clients)
12. Causing harm to a client (e.g., emotional harm, physical harm, or negligence that resulted in harm)
13. Failing to comply as a mandated reporter (e.g., state laws regarding child abuse, abuse of a vulnerable adult, etc.)
14. Sub-standard clinical documentation (e.g., incomplete, inadequate, fraudulent, or delayed)
15. Inappropriate or excessive personal self-disclosures
16. Difficulties in either behavioral or emotional self-regulation that the faculty deem could adversely impact clinical care
17. Misrepresentation of credential(s)
18. Failure to notify clients of role as a student in training
19. Failure to meet clinical standards/expectations as outlined in a remediation plan

### **Professionalism**

A student may exhibit problems of competence within the domain of professionalism if one or more of the following have occurred. This list is not exhaustive and the SRC retains the right to determine if there are significant concerns regarding professionalism.

1. Inability or unwillingness to incorporate feedback
2. Difficulties regarding interpersonal communication, such as:
  - a. Use of insults
  - b. Repeated conflict with peers, faculty, staff and/or leadership administration
  - c. Poor or hostile communication
  - d. Difficulties working as part of a team
  - e. Threats of retaliation
  - f. Threats of violence
  - g. Demonstrations of hate speech, prejudice, and/or bigotry
  - h. Disrespectful written correspondence and/or phone etiquette
3. Demonstration of harmful personal biases
4. Inability or unwillingness to engage in self-reflection and/or acknowledge personal responsibility

5. Inappropriate professional dress or attire
6. Inappropriate and/or unprofessional behavior at a Residential Learning Experience (RLE). This may include, but is not limited to, the following:
  - a. Hostile communication
  - b. Bizarre or inappropriate behavior
  - c. Attending lectures under the influence of substances and/or in a compromised state (e.g., alcohol, illicit drugs, prescribed drugs, etc.)
  - d. Disrespect toward hotel staff, catering staff, and/or Saybrook University community members (e.g., students, faculty, employees, administration, University guests, invited speakers, significant others also in attendance, etc.)
7. Violations of Saybrook University's Student Code of Conduct and/or Title IX
8. Failure to meet professionalism standards/expectations as outlined in a remediation plan

## **IV. Identification of Students with Problems of Competence**

It is important to identify students with potential problems of competence as early as possible in order to protect the public (e.g., clients and future clients), as well as to facilitate student success. The Department Chair should be first notified of potential problems of competence, and the Department Chair may then request a SDAP review if indicated. The identification can happen via multiple channels and at any time:

1. The SRC may identify potential problems of competence during the SDAP review
2. A student may self-disclose or self-identify potential problems of competence
3. A student may observe potential problems of competence in a peer
4. A faculty member may observe and report potential problems of competence in a student
5. A clinical supervisor may observe and report potential problems of competence in a student
6. A staff person may observe and report potential problems of competence in a student
7. Failed coursework, failed milestones, and/or unsatisfactory progression may trigger a formal review

## **V. Procedures for Addressing Problems of Competence**

A student's program progression can be reviewed by the SRC at any time. There are two routes in which the SRC may evaluate a student's progression in the program: 1) as part of the standardized SDAP review; and 2) when specifically referred by a faculty member

The SRC will meet at least once per semester and at the SRC Chair's discretion. The SRC will review SDAP materials after students have completed their self-assessment forms, and a representative of the committee will meet with any students recommended for a remediation plan. Faculty Referral forms will be reviewed concurrently with Student Self-Assessment Forms. The SRC committee will meet during the semester to assess student remediation plans.

### **Informal Resolutions**

The SRC first recommends that minor issues regarding problems of competence be resolved in an informal manner when appropriate. This may involve peer-to-peer discussions, feedback from a faculty member, feedback from the Department Chair, Associate Chair, etc. The CP faculty assume their role in providing initial feedback and mentorship when a concern first arises. In such instances in which a student, faculty member, and/or staff member is unsure if informal resolution is indicated, that individual may seek consultation from the Department Chair or Associate Chair. Major concerns and repeated patterns of behavior should be brought to the SRC for formal review. If an individual does not feel comfortable seeking informal resolution and/or it would be inappropriate to do so, they should consult with the Department Chair or Associate Chair for guidance. Faculty should only refer students to the SRC after they have already provided feedback regarding a concern and the student has had an opportunity to demonstrate growth. If the

concern remains and suggests a potential pattern, it would then be appropriate to refer the student to the SRC so that the SRC can support the student in their development. It is the responsibility of the faculty on record to inform the student of the referral ahead of time.

### **Formal Review Procedures**

Step 1: The SRC is notified that there is a concern regarding a student with potential problems of professional competence. It is assumed that there may be ongoing communication between the Department Chair, faculty, the Director of Clinical Training/Associate Director of Clinical Training, staff, clinical supervisors, and the Assistant Vice President for Student Affairs regarding any issues that may impact student performance. Saybrook University leadership administration, faculty, and employees understand that there may be clinical issues and concerns that the CP department is uniquely positioned to evaluate.

Step 2: Members of the SRC will begin an information-gathering phase in which they may consult the formal academic record, narrative evaluations, clinical evaluations (if applicable), previous coursework, written correspondence, and other formal documents. The timeframe to accomplish this task will vary on each unique scenario, yet it is the SRC's goal to complete the information-gathering phase within 30 days. This timeframe, however, depends on the unique circumstances of each referral (e.g., information-gathering may take longer if there are significant delays receiving a report from a clinical supervisor, etc.). The SRC, or a representative of the SRC, will meet with the student so that the student can voice their perspective and inform the process.

Step 3: The SRC will convene to discuss the concern and categorize it as pertaining to one of the following levels:

#### **Level 1: Minor Issues Involving Lack of Progression and/or Lack of Competency**

- This level includes less serious issues that can potentially be resolved in the course of one semester.
- Examples may include, but are not limited to: A one-time offense regarding authentic writing; clinical evaluation with only one or two areas evaluated as below "clearly adequate"; a single instance of interpersonal conflict that reflects poor communication skills; consultation with faculty
- The SRC will provide formal feedback in a letter highlighting a targeted area of growth.

#### **Level 2: Moderate Issues Involving Lack of Progression and/or Repeated Limited Competency and/or Lack of Competency**

- This level includes more serious issues that require careful planning and collaboration on the part of the faculty and student to address the problem.
- Examples may include, but are not limited to: Repeated instances of difficulties with authentic writing; repeated hostile communication and/or interpersonal conflict with a single individual; difficulty establishing therapeutic rapport
- The SRC will recommend a remediation plan if indicated

#### **Level 3: Serious Problems of Lack of Progress or Lack of Competency**

- This level includes much more serious issues that are threats to program completion and/or the professional practice of clinical psychology. Level III concerns may result in dismissal from the CP program.
- Examples may include; but are not limited to: Severe academic dishonesty; serious ethical violations; harm to clients; multiple failed courses; unresponsiveness to a previously constructed remediation plan; repeated hostile communication and/or interpersonal conflict among multiple Saybrook University community members; dismissal from a clinical training site.
- The SRC informs the Clinical Psychology Department Chair immediately and will recommend a remediation plan if indicated; in severe cases, the SRC may recommend dismissal from the program if indicated.

Step 4: For Level I, the SRC will provide a letter highlighting targeted areas for growth. If the student later struggles to integrate the SRC's feedback in future semesters, the concerns may be elevated to Level II or Level III at any future review. For Levels II and III, the SRC will notify the student in-writing (by email) of the noted concerns, schedule a required meeting to provide formal feedback, and then request a written response from the student (to be received within 48 hours after the time of the meeting). The SRC will request that the student meet with them within 10 business

days following the meeting request. This will be a required meeting, and it is in the student's best interest to attend (e.g., to have a voice in the process; receive valuable feedback related to development and progression in the program). If a student does not reply to the email and/or does not attend the meeting, the SRC will move forward in the process with the information that they have already obtained. A student's lack of participation will not halt the SDAP review process. During the feedback meeting, the student may not bring anyone else to the meeting. They may not bring an attorney to represent them. During the feedback meeting, the SRC will provide the purpose of the meeting and present the formal feedback. This may include any concerns related to problems of competence (academic performance, ethical conduct, clinical readiness/performance, and/or professionalism), as well as expectations regarding competencies, performance, and benchmarks.

Step 5: After meeting with the student, the SRC will then send a formal letter to the Department Chair regarding the committee's disposition. The disposition may include one of the following:

- **Formal feedback:** The feedback provided to the student is deemed sufficient by the SRC. The student is seen in good standing, and the formal feedback has been documented. Any future concerns may put the student at greater risk for a remediation plan and/or dismissal from the program.
- **Remediation plan:** The SRC has determined that a remediation plan should be implemented with clear objectives and a timeframe. The SRC will work collaboratively with the student to co-create a remediation plan. (See Section VI below).
- **Dismissal:** The SRC has determined that dismissal from the program is the most appropriate response. (See Section VI below).

Step 6: A representative of the SRC will notify the student of the committee's disposition. If the student is considered to be in good standing, the process will conclude, and the student will be notified by email. If the SRC's disposition is a remediation plan or dismissal, the SRC will invite the student to a scheduled meeting to discuss the disposition. (See Section VI for further details).

The privilege of working with clients can be withdrawn at any time and is at the discretion of the SRC given the unique circumstances of each situation. Regarding timeframes, it is the SRC's goal to review, assess, and provide recommendations in an efficient manner. Given the unique context of each situation, some reviews may necessitate a longer timeframe. In general, the SRC's goal is to complete a review within the scope of 30 days. This timeframe may be extended given scheduled breaks in the academic calendar, summer session, personal circumstances (e.g., family emergency), and/or the obtainment of new or relevant information that would require further review.

## **VI. Remediation Plans and Dismissal**

### **Remediation Plans**

If the SRC determines a remediation plan is necessary, a meeting will be scheduled with the student to collaboratively create a remediation plan that will help to facilitate the student's development. The goal of the meeting will be to create a plan that will help the student meet the required areas for growth. The SRC will ultimately decide on the final required components of a remediation exam. If a student disagrees with any of the components of a remediation exam, they may appeal to the Department Chair. In such cases, the Department Chair will have final say over the required components of the remediation plan. The student will be encouraged to engage in the remediation process and work collaboratively with the SRC.

A remediation plan may include but is not limited to additional coursework; adjustment of academic workload; enrollment in a writing course; essays; written apologies; suggested participation in individual therapy; group growth work experiences; self-structured behavior change; and new learning experiences. Any monetary costs to fulfill the remediation plan's objectives (e.g., enrollment in a workshop or course) will be at the student's expense. The student will have the opportunity to make comments on the remediation plan voicing their perspective. All relevant parties will be asked to sign the document to acknowledge the shared agreement. If a student does not sign the remediation plan and wishes to appeal against the decision, the student must follow the appeal procedures. If an appeal is unsuccessful and it is deemed that the remediation plan is indicated and the student decides not to sign the remediation plan, the SRC

will re-convene. In such instances, the SRC may decide that a dismissal decision is indicated if a student is unwilling to participate in a plan to further their growth when there are problems of professional competence.

The SRC will determine if a remediation plan has been successfully completed based on the unique timeframe included in the plan and required tasks for each student. If the SRC determines that the remediation plan has been satisfactorily completed, the student and Department Chair will be notified that the student is considered in good standing. If a remediation plan has not been successfully completed, the SRC will work with the student to identify obstacles. If there is forward progression and high student engagement, the SRC may recommend further remediation (e.g., additional timeframe; additional requirements). If there is not forward progression, the SRC may recommend dismissal from the program to the Department Chair. The SRC may have up to 90 business days past the remediation plan's end date to evaluate if all objectives were satisfactorily completed. The end date of the remediation plan may need to be adjusted if the student withdraws from a course, if a student requests an incomplete, or if any adjusted deadlines take place during the summer session when faculty are on leave. In such instances, the remediation plans will be reviewed at the beginning of the following semester. In general, the SRC does not meet over the summer session.

### **Dismissal**

The dismissal of a student is a serious matter and, in general, denotes unresolved issues related to inadequate academic progression and/or problems of competence. Students may be dismissed for any of the reasons outlined in Section III. The reasons listed below are examples of what may reflect grounds for dismissal from the program:

- Receipt of three grades of "No Credit" or letter grades of "C" or below in a single semester or same course or cumulatively
- Failure to meet the minimum cumulative GPA requirement of 3.00 for three consecutive semesters
- Pattern of unethical or unprofessional behavior (see Saybrook Student Code of Conduct, CP Student Handbook, APA Principles of Psychologists and Code of Conduct, and relevant state and federal guidelines)
- Persistent (2+ terms) unsatisfactory performance in the clinical practicum and/or internship courses

In some instances, serious and urgent concerns may be grounds for immediate dismissal from the program. Grounds for immediate dismissal may include, but are not limited to: Inappropriate, discriminatory, and/or prejudiced speech; violence or threats of violence; egregious violations of the APA ethics code; violations of federal and/or state laws; dismissal from a clinical training site; repeated difficulties with plagiarism and/or authentic writing; discriminatory or offensive language or behavior; misrepresentation of academic or professional credential(s) before, during, or after the program application process. Repeated offenses at Level II or III (as described in Step 3) could result in immediate dismissal. If immediate dismissal is indicated, the Department Chair will notify the student in writing that they have been dismissed from the program, effective immediately. The student may appeal an immediate dismissal decision, as outlined in Section VII.

The SRC has the right to make a final determination about the reasons for dismissal. If the SRC determines that dismissal from the CP program is advised, the SRC will send a formal letter to the Department Chair within 10 business days of completing their review. When evaluating the decision to dismiss a student from the program, the faculty may seek professional consultation both within the university and in some instances outside the university to determine the most appropriate course(s) of action (in accordance with FERPA and other relevant laws). The College Dean and the Vice President for Academic Affairs may also be notified of the decision.

If a student is dismissed from the program or voluntarily chooses to withdraw from the program, SRC dispositions will be considered in the student's application decision. Readmittance to the program is not guaranteed.

### **Notification of Disposition Decisions**

All notifications will be sent via email utilizing Saybrook University email addresses. The Department Chair will be notified in writing regarding disposition decisions within 10 business days of completion of the SDAP review for students with Level II and Level III concerns. The Department Chair will also notify the College Dean and VPAA of any remediation or dismissal decisions. If the SRC's disposition determines that the student is in good standing, the student will be notified in writing. If the SRC's disposition is either remediation or dismissal, the student will be invited to attend a required meeting in which they will be officially notified of the SRC's disposition decision. The disposition



meeting should occur within 10 business days of having completed the SDAP review. If a student does not reply to the meeting invitation or does not attend the meeting, the SRC will then convene to discuss next steps, which may include elevating the concern to a Level III concern and/or determining a more appropriate disposition (e.g., moving from a remediation decision to a dismissal decision). Following the meeting, the student will also be provided with written notification of the decision by email. If the student does not attend the required meeting, they will be provided with the decision in writing by email. An official copy of the decision will also be copied to the Registrar's Office and Student Affairs' Office in order to be placed in the student's record.

## **VII. Appeals Procedure**

Students who disagree with a remediation plan and/or dismissal decision may submit a formal written appeal. Reasons for appeal are limited to include: a procedural violation of policy; an argument currently available that was unavailable at the time of the SDAP review; new evidence.

There are three levels of appeal:

Level 1 (Department Chair): A student should submit their formal written appeal to the Department Chair within 10 business days of their disposition notification. In the written appeal, the student should clearly provide a rationale for their reason to appeal. The Department Chair has 10 business days to consider the appeal and provide a formal response to the student.

Level 2 (College Dean): If the student would like to appeal the determination made by the Department Chair, they may file an appeal with the College Dean for secondary review within 10 business days of receiving the Department Chair's decision. The College Dean has 10 business days to consider the appeal and provide a formal response to the student.

Level 3 (Vice President for Academic Affairs): If the student would like to appeal the determination made by the College Dean, they may file an appeal with the Vice President for Academic Affairs for review within 10 business days of receiving the College Dean's decision. The Vice President for Academic Affairs has 10 business days to consider the appeal and provide a formal response to the student. The decision of the Vice President for Academic Affairs is final.

Note: If there is a successful appeal at any of the levels, then the SRC will re-convene to determine appropriate action (e.g., a dismissal decision that has been successfully appealed may then justify a remediation plan to address concerns; a remediation decision that was successfully appealed may require adjustments to the remediation plan).

## **VIII. Conclusions**

This policy applies to all current and future CP students. This policy was created with the dual focus of 1) promoting the professional development of CP students, and 2) protecting the public (i.e., current and future clients of clinicians-in-training). This policy was largely based on the recommendations of Wolf, Green, Nochajski, and Host (2014). The CP department believes that this policy will ultimately support CP students and the integrity of the CP program.

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## **Degree Completion Time**

The degree completion time for a full-time student following the default course sequence will average 5 years, including completion of the clinical practicum and internship. Any breaks in enrollment may impact completion time.

## **Degree Matriculation**

It is imperative that clinical psychology students are successful in balancing the demands of graduate education with other personal/professional demands as it serves as an indicator for readiness for clinical practicum and internship training. More specifically, securing clinical training placement is inherently competitive. Therefore, it is quite probable that CP students' application for training may be adversely impacted with course grades of No Credit or less than B-. Students with multiple and/or consecutive course failures throughout the program may be placed on program probation, with the establishment of a remediation plan, and/or face dismissal from the Clinical Psychology Program (see the Student Professional Development Assessment Process above). Subsequently, CP students are expected to satisfy any No Credit or less than B course within the next term where the course is offered and adherence to prerequisites for subsequent courses.

## **Academic Progression**

Clinical psychology (CP) students are expected to maintain an average of nine credits per semester.

- Students can self-enroll in nine to twelve credits.
- Consultation with and approval from the Program Chair is required to enroll in less than nine or more than twelve credits per semester.

## **Course Satisfaction**

When clinical psychology (CP) students withdraw from a course or receive a grade of "NC" or a letter grade of "C" or below, they are expected to reenroll in that course in the following semester in which the course is offered (summer term optional). Subsequent withdrawals and/or failures may warrant remediation and/or dismissal for a lack of academic progression.

## **Dismissal Policy**

The dismissal of a student is a serious matter and, in general, denotes unresolved issues related to inadequate academic progression and/or professional impairment. Students may be dismissed for:

- Receipt of three grades of "No Credit" or letter grades of "C" or below in a single semester or same course or cumulatively,
- Failure to meet the minimum cumulative GPA requirement of 3.00 for three consecutive semesters,
- Pattern of unethical or unprofessional behavior (see Saybrook Student Code of Conduct, CP Student Handbook, APA Principles of Psychologists and Code of Conduct, or state guidelines),
- Persistent (2+ terms) unsatisfactory performance in the clinical practicum and/or internship courses, and/or
- Significant impairment (cognitive, behavioral, emotional) that adversely impacts training and/or the welfare of clients (e.g., dismissed from training sites)

## Clinical Intervention Course Sequence

The Clinical Interventions sequence is intended to support the development of clinicians-in-training. CP students must take PSY 3045A Clinical Interventions I and PSY 3045B Clinical Interventions II sequentially in order to ground them foundationally in humanistic clinical conceptualization skills and treatment planning. After completing this sequence, a student may select from a menu of courses to fulfill the requirements for Clinical Interventions III and IV which can be taken concurrently. Students should critically engage the course materials with the intention of expanding their own clinical professional development, particularly in terms contributing to how they want to practice and discern their own clinical core values as a scholar-practitioner. Clinical Interventions III and IV are considered core courses.

## Clinical Interventions III/IV Options

The following courses are open to all students and can satisfy electives for CP students. However, if selected to satisfy the Clinical Interventions III or IV requirement, the course must be taken after satisfying PSY 3045B Clinical Interventions II.

- PSY 3056 - Group Processes and Group Therapy 3 credit(s) (Fall)
- PSY 3057 - Introduction to Family Therapy 3 credit(s) (Spring)
- PSY 3058 - Child & Adolescent Treatment within Context 3 credit(s) (Fall)
- PSY 3070 - Meaning-Centered Counseling and Therapy 3 credit(s) (Spring)
- PSY 3220 - The African Diaspora: African American Cultural History and Psychology 3 credit(s) Fall/Spring
- PSY 3055 - Supervision in Clinical Psychology 3 credit(s) (Spring)
- PSY 6050 - Mindfulness and Spirituality in Clinical Practice 3 credit(s) (Spring)
- PSY 6070 - Cognitive Behavioral Therapy Applied within Humanistic and Integrative Approaches 3 credit(s) (Fall)
- PSY 6080 - Introduction to Forensic Psychology 3.0 credit(s) (Fall)
- PSY 6160 - Applied Positive Psychology 3 credit(s) (Fall)
- PSY 8806 - Dreams, Mythology, and Fairy Tales in Theory and Clinical Practice 3.0 credit(s) (Fall/Spring)
- PSY 8826 - The Practice of Psychotherapy and Alchemical Studies 3.0 credit(s) (Fall/Spring)

## Cross-Listed Courses

The following cross-listed courses may satisfy Clinical Interventions III/IV if Clinical Interventions I and II have been satisfied. It is imperative that CP students enroll in the PSY version of the course. If a course satisfies both a

specialization requirement and Clinical Interventions III/IV, it must be taken following the interventions sequence. Therefore, careful program planning is called for; students should be in close consultation with their CP Academic Advisor, Specialization Coordinator and/or Department Chair.

- EHP 2040 - Existential Psychotherapies 3 credit(s) (fall) \*\*
- PSY 2040 - Existential Psychotherapies 3 credit(s) (fall) \*\*
  
- EHP 2047 - Existential Psychotherapies III: James Bugental and the Existential-Humanistic Tradition 3 credit(s) (fall) \*\*
- PSY 2047 - Existential Psychotherapies III: James Bugental and the Existential-Humanistic Tradition 3 credit(s) (fall) \*\*
  
- EHP 3080 - C. G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology 3 credit(s) (fall/spring) \*\*
- PSY 3080 - C. G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology 3 credit(s) (fall/spring) \*\*
  
- EHP 3220 - The African Diaspora: African American Cultural History and Psychology 3 credit(s) (spring) \*\*
- PSY 3220 - The African Diaspora: African American Cultural History and Psychology 3 credit(s) (spring) \*\*
  
- EHP 3500 - Humanistic Psychology and Psychotherapy 3 credit(s) \*\*
- PSY 3500 - Humanistic Psychology and Psychotherapy 3 credit(s) \*\*
  
- EHP 3510 - Transpersonal Psychology and Psychotherapy 3 credit(s) \*\*
- PSY 3510 - Transpersonal Psychology and Psychotherapy 3 credit(s) \*\*
  
- CSH 4050 - Integrative Health Psychology 3 credit(s)
- PSY 4050 - Integrative Health Psychology 3 credit(s)
  
- CSH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s) \*\*
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
- PSY 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s) \*\*
  
- CS 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s) \*\*
- EHP 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s) \*\*
- PSY 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s) \*\*
  
- APH 5620 - Basic Training and Education in Hypnosis 3 credit(s)
- CSH 5620 - Basic Training and Education in Hypnosis 3 credit(s)
- PSY 5620 - Basic Training and Education in Hypnosis 3 credit(s)
  
- EHP 6150 - Existential Psychotherapies II: Rollo May and the Existential Tradition 3 credit(s) \*\*
- PSY 6150 - Existential Psychotherapies II: Rollo May and the Existential Tradition 3 credit(s) \*\*

**Additional Cross-Listed Courses.** The following cross-listed course do not satisfy Clinical Interventions III or IV. CP students are expected to enroll in the PSY version of the course.

- EHP 1080 - History and Systems of Psychology 3 credit(s)
- PSY 1080 - History and Systems of Psychology 3 credit(s)

- TSC 6570 - Race, Class, and Gender 3 credit(s) \*\*
- PSY 6570 - Race, Class, and Gender 3.0 credit(s) \*\*

## Degree Program 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/Associate 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 or Associate Director of Clinical Training and Department Chair, 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 and timely satisfaction of the master's in clinical psychology degree.
- Students entering with a M.A. or M.S. degree in psychology or a related field 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.
- All students are required to adhere to prerequisites when drafting their program plan guide.

### Clinical Psychology Planning Program Guide

The following matriculation plan serves as a guide for progression. It may vary based on student interests, learning style, state regulations and other variables. Specifically, students have choices regarding how many courses and in what term; matriculation must be in accordance with the pre-requisites. Students are expected to consult with their Faculty Mentor each term, especially when they are making changes in the schedule. The Academic Advisor can support the student with course registration and adherence to university policies.

Note: The CP degree curriculum is designed as a two-semester degree program. We rotate a handful of core courses over the summer term, which is an optional term.

## Year 1: Semester 1

- PSY 1011 - Psychotherapy Proseminar: Humanistic Psychology
- PSY 1080 - History and Systems of Psychology 3 credit(s)
- PSY 6020 - Developmental Psychology 3 credit(s)
- PSY 6030 - Personality Theory and Research 3 credit(s)
- PSY 7500 - Clinical Psychology Graduate Colloquium
- RES 2100 - Research Foundations and Literacy 3 credit(s)
- PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

## Year 1: Semester 2

- PSY 2050 - Psychopathology and Diagnosis 3 credit(s)
- PSY 2025 - Systems of Psychotherapy 3 credit(s) (**Fall only course**)
- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)

- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- PSY 7500 - Clinical Psychology Graduate Colloquium
- PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

## Year 2: Semester 1

- PSY 3025 - Biological Bases of Behavior 3 credit(s)
- PSY 3045A - Clinical Intervention I 3 credit(s)
- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- RES 2700 - Statistics 3 credit(s)
- PSY 1012 - Skill-Building and Professional Development in Clinical Psychology
- PSY 7500 - Clinical Psychology Graduate Colloquium
- Elective Course 3 Credit(s) Expected to complete 15 elective credits

## Year 2: Semester 2

- PSY 3015 - Cognition & Affect in Human Behavior 3 credit(s)
- PSY 7500 - Clinical Psychology Graduate Colloquium
- PSY 7510 - Social Psychology 3 credit(s)
- PSY 8145A - Clinical Practicum I 3 credit(s)
- PSY 9200 - Master's Project 3 credit(s)
- PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

## Year 3: Semester 1

- PSY 2505 - Clinical Psychopharmacology 3 credit(s)
- PSY 3045B - Clinical Intervention II 3 credit(s)
- PSY 8145B - Clinical Practicum II 3 credit(s)
- PSY 8230 - Cognitive Assessment 3 credit(s) (**Spring course only**)
- PSY 8231 - Cognitive Assessment Lab
- PSY 7500 - Clinical Psychology Graduate Colloquium

## Year 3: Semester 2

- PSY 4050 - Integrative Health Psychology 3 credit(s)
- PSY 8250 - Personality Assessment 3 credit(s) (**Fall course only**)
- PSY 8251 - Personality Assessment Lab
- PSY 7500 - Clinical Psychology Graduate Colloquium
- PSY XXX - Clinical Intervention III 3 credit(s)
- PSY XXXX - Clinical Intervention IV 3 credit(s)
- RES xxxx - Advanced Research Methods 3 credit(s)  
(Select one course, see course descriptions RES 3000-3400) 3 credit(s)
- PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

## Year 4: Semester 1

- RES 7001 - Dissertation Proposal I (Clinical Psychology) 3 credit(s)
- **Note:** Students should consult their state regulations and the DCT/ADCT to confirm that they can take electives concurrent with dissertation
- Elective Course - 3 credits Expected to complete 15 elective credits.
- Elective Course - 3 credits Expected to complete 15 elective credits.
- Elective Course - 3 credits Expected to complete 15 elective credits.
- PSY 8125 - Internship
- PSY 7500 - Clinical Psychology Graduate Colloquium
- PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

## Year 4: Semester 2

- PSY 4000 - Comprehensive Exam 1 credit(s)
- RES 7002 - Dissertation Proposal II (Clinical Psychology) 3 credit(s)
- Elective course 3 credit(s) Expected to complete 15 elective credits
- PSY 8125 - Internship
- PSY 7500 - Clinical Psychology Graduate Colloquium
- PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

## Year 5: Semester 1

- PSY 7500 - Clinical Psychology Graduate Colloquium
- PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

## Year 5: Semester 2

- PSY 7500 - Clinical Psychology Graduate Colloquium
- PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

## Total Credits Required

Entering with BA/BS = 103 - 109 credits\*

Entering with MA transfer credits = 100 - 106

\*Students will complete the MA Project (3 credits)

## Saybrook MA in Clinical Psychology

Students entering the PhD in Clinical Psychology degree with B.A. or B.S. are expected 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. Students are eligible to enroll in the master project (the degree culmination course) when they have completed at least 30 credits of new learning, including the PSY 6060 Ethics and Laws in Psychotherapy and Behavioral Science Research, RES 2100 Research Foundations and Literacy, and RES 2300 Qualitative Data Collection and Analysis courses. See the PSY9200 Project course description for more details. Enrollment in PSY9200 is expected within the first five semesters of enrollment and the project is to be completed within one semester.

## Year 1: Semester 1

- PSY 1011 - Psychotherapy Proseminar: Humanistic Psychology
- RES 2100 - Research Foundations and Literacy 3 credit(s)
- PSY 6020 - Developmental Psychology 3 credit(s)
- PSY 1080 - History and Systems of Psychology 3 credit(s)
- PSY 7500 - Clinical Psychology Graduate Colloquium

## Year 1: Semester 2

- PSY 2050 - Psychopathology and Diagnosis 3 credit(s)
- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)
- PSY 2025 - Systems of Psychotherapy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- PSY 7500 - Clinical Psychology Graduate Colloquium

## Year 2: Semester 1

- PSY 3045A - Clinical Intervention I 3 credit(s)  
Elective Course - 3 credits
- Optional PSY 8145A - Clinical Practicum I 3 credit(s)
- PSY 7500 - Clinical Psychology Graduate Colloquium

## Year 2: Semester 2

- Elective Course - 3 credits
- PSY 9200 - Master's Project 3 credit(s)
- Optional PSY 8145A - Clinical Practicum I 3 credit(s)
- PSY 7500 - Clinical Psychology Graduate Colloquium

## Specialization Opportunities:

Unique to Saybrook's program, Clinical psychology students may choose to complete one of the 12-15-credit specializations offered in the 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 cautioned to complete core course requirements early in order to remain competitive during the clinical practicum or clinical internship application processes. Students can start a specialization during the MA in Clinical Psychology degree, yet the specialization will be satisfied during the doctorate matriculation. See the PhD in Clinical Psychology degree for more information. Clinical Psychology specialization options include:

- Advanced Assessment\*
- Consciousness, Spirituality, and Integrative Health (CSIH)
- Complex Trauma and the Healing Process
- Creativity Studies (CSIH)
- Existential and Humanistic Psychology (EHP)
- Jungian Studies
- Applied Psychophysiology (APH)

(\*open to CP students only)



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

Specialization Coordinator: Marina A. Smirnova, Ph.D.

Psychology Faculty Academic Advisor who guides students in understanding CSIH Specialization requirements: Vasiliki Georgoulas-Sherry, Ph.D.

Sponsored by: Department of Humanistic Psychology

### Core CSIH Specialization Courses:

- CSIH 3200 - Seminar in Consciousness, Spirituality, and Integrative Health 3 credit(s)
- CSIH 5000 - Interdisciplinary Foundations for Vibrant Longevity, Part 1 3 credit(s)
- Students can take the same CSIH 5000 course with EHP/CS/PSY/MBM prefix

One of the following courses (or another course approved by the CSIH Specialization Coordinator)

- EHP 3080 - C. G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology 3 credit(s)
- CSIH 3000 - Psychology of Consciousness 3 credit(s)
- CSIH 3205 - Spiritual Direction 3 credit(s)
- CSIH 3240 - Advanced Topics in CSIH and CS 3 credit(s)
- CSIH 4050 - Integrative Health Psychology 3 credit(s)
- CSIH 4520 - Art and Healing 3 credit(s)
- CSIH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
- CSIH 5681 - Psychophysiology of the Human Stress Response 3 credit(s)

CSIH Specialization Electives (any course with CSIH prefix): 6 Credits

## Specialization in Complex Trauma and the Healing Process (15 semester credits)

**Specialization Coordinator:** Portia Rawles, Psy.D.

**Sponsored by:** Departments of Humanistic Clinical Psychology and Transformative Social Change

## 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 specialization 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 Specialization 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 Specialization 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. Individuals not matriculating as a student in the Clinical Psychology PhD. program may enroll in the specialization. However, they must have a master's degree in a human service discipline. Upon completion of the courses, they will receive a certification.

## Learning Outcomes:

Upon completion of the Specialization, 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

## Requirements:

The Trauma Specialization requires a total of 15 credits

### Required Core Courses

- PSY 3171 - Perspectives and Foundations of Traumatic Stress 3 credit(s)
- PSY 3172 - Trauma: Mind, Body, and Spiritual Dynamics 3 credit(s)
- PSY 3177 - Traumatic Stress within Cultures and Self 3 credit(s)

Select two (2) from the following

- PSY 3178 - The Psychology of Trauma in Working with First Responders 3 credit(s)
- PSY 3179 - Traumatic Experiences in Relationships 3 credit(s)
- TSC 7115 - Refugee Trauma and Resiliency 3 credit(s)
- Other options in consultation with the Specialization Coordinator

Specialization in Creativity Studies (15 semester credits)

Specialization Coordinator: Robert Cleve, Ph.D.

Psychology Faculty Academic Advisor who guides students in understanding CS Specialization requirements: Vasiliki Georgoulas-Sherry, Ph.D.

Sponsored by: Department of Humanistic Psychology

Core CS Specialization Courses:

- CS 4500 - Dimensions of Creativity 3 credit(s)
- CS 4510 - Perspectives in Creativity 3 credit(s)

One of the following courses (or another course approved by the CS Specialization Coordinator)

- CS 3010 - Arts-Based Inquiry 3 credit(s)
- CS 4520 - Art and Healing 3 credit(s)
- CS 4525 - Poetry and Holistic Health 3 credit(s)
- CS 4526 - Creativity and Writing 3 credit(s)
- CS 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)
- CS 6606 - Introduction to Expressive Arts 3 credit(s)
- CS 7067 - Creativity at Work 3 credit(s)

CS Specialization Electives: 6 Credit(s)

Specialization in Existential and Humanistic Psychology (15 semester credits)

Specialization Coordinator: Drake Spaeth, Psy.D.

Psychology Faculty Academic Advisor who guides students in understanding EHP Specialization requirements: Vasiliki Georgoulas-Sherry, Ph.D.

Sponsored by: Department of Humanistic Clinical Psychology

### Core EHP Specialization Courses:

- One of the following courses:
- EHP 1080 - History and Systems of Psychology 3 credit(s)
- EHP 2000 - Foundations of Existential and Humanistic Psychology 3 credit(s)  
and
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
- CSH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)

One of the following courses (or another course approved by the EHP Specialization Coordinator)

- EHP 1080 - History and Systems of Psychology 3 credit(s)
- EHP 2040 - Existential Psychotherapies 3 credit(s)
- EHP 3500 - Humanistic Psychology and Psychotherapy 3 credit(s)
- EHP 3510 - Transpersonal Psychology and Psychotherapy 3 credit(s)
- EHP 6150 - Existential Psychotherapies II: Rollo May and the Existential Tradition 3 credit(s)

EHP Specialization Electives (any course with EHP prefix): 6 credit(s)

Specialization in Jungian Studies (15 semester credits)

Specialization Coordinator: Alan G. Vaughan, PhD, JD

Sponsored by: Department of Humanistic Clinical Psychology

## Description

What is Analytical psychology, why and how is the work of C. G. Jung relevant today?

Carl Gustav Jung (1875-1961) was one of the seminal European theorists, researchers and practitioners of psychiatry and psychology during the 20th century. He produced an expansive body of knowledge through self-reflection, research and clinical practice involving mental health, mental illness and exceptional states of consciousness. This body of work is commonly referred to as Jungian psychology. Jung himself found the terminology to be too self-referential and during the period from (1912-1913) began to refer to the corpus of his work as Analytical psychology. This was to accommodate the emerging psychoanalytic theories of his predecessor Sigmund Freud and contemporaries like Alfred Adler, among others. Jung's work presaged and served as a bridge to later developments in cultural and multicultural psychologies, neuroscience, eco-psychology and the interdisciplinary study of human psyche and behavior. His work was foundational to Transpersonal psychology with inquiries into occult phenomena, the paranormal and integration of the spiritual dimension into his metaphysical constructs of psyche and models of consciousness. He was very interested

in psychology and religion west and east, ethnology and ethnography, comparative mythologies, the visual arts, literature, European philosophy and alchemical studies. The curriculum for this specialization is developed from primary sources of his translated writings from German to English.

The Jungian studies specialization offers the opportunity to read selections from Jung's extensive writings contained in the twenty volumes of the Collected Works of C.G. Jung. The curriculum is designed to include Jung's original essays in historical and cultural contexts, post Jungian scholarly extensions of these classic works, and a post -modern critique of his ideas that include intersectional and relational analysis of: cultural context, ethnicity, class, gender and sex orientations among others.

"Today, scholarship based on Jung's insights is increasingly embraced as essential by those who chart a unique path of individuation while engaging life and the collective issues of our time. Jung's insights into the human condition, the conscious and unconscious operations of the psyche, and its implications for cultural expression are timeless and in many respects, yet to be fully discovered and appreciated" (James Hollis, 2008)

## Learning Outcomes:

By the end of these courses, progressively, the student will be able to:

1. Describe the autobiographical and/or biographical narrative of the life of Carl Jung in historical and cultural context.
2. Integrate and explain core concepts in the theory of personality from the perspective of Analytical psychology.
3. Integrate and explain core concepts in the theory and practice of psychotherapy, and psychoanalysis in Analytical psychology.
4. Critique theories in Analytical psychology from the intersectional and relational perspectives of: cultural context, ethnicity, gender, and sexual orientation.
5. Evaluate and integrate post Jungian and postmodern perspective in Analytical psychology.

## Requirements

The Jungian Studies Specialization requires a total of 15 credits.

- PSY 8803 - Introduction to Analytical Psychology and the Collected Works of Carl Jung 3 credit(s)
  - PSY 8802 - The Archetypes, the Collective Unconscious and Symbols of Transformation 3 credit(s)
  - PSY 8806 - Dreams, Mythology, and Fairy Tales in Theory and Clinical Practice 3.0 credit(s) \*
  - PSY 8826 - The Practice of Psychotherapy and Alchemical Studies 3.0 credit(s) \*
  - PSY 8804 - Post Jungian & Post-Modern Perspectives on Analytical Psychology 3 credit(s)
- \*For Clinical Psychology students, this course also satisfies Clinical Intervention III/IV if taken after completing Clinical Interventions I and II.

### Advanced Psychological Assessment Specialization (15 credits)

Specialization Coordinator: Michael Sakuma, PhD.

Sponsored by: Department of Humanistic Clinical Psychology

# Description:

The 15-credits Advanced Psychological Assessment Specialization will provide greater training and experience in child, adolescent, and adult psychological assessment skills. Students will gain additional training with both adult and child cognitive measures, adult and child objective and personality measures, test interpretation, writing integrative psychological testing reports, and ethical/cultural considerations in psychological assessment. It is expected that students receive adjunctive supervised opportunities with real clients during pre- and post-doctoral periods in preparation for independent professional practice.

Students who think they might be interested in pursuing the Advanced Assessment track should take electives only after preliminary assessment courses are taken (typically in third year). Please contact the specialization coordinator with any questions about required coursework and recommendations on how to use electives for this track

## Prerequisites:

Students are required to take PSY8230 Cognitive Assessment and Lab (PSY8231) and PSY8250 Personality Assessment and Lab (PSY8251) early in their training; before clinical practicum. Students interested in pursuing this specialization would need to declare their interest by their 4<sup>th</sup> semester in the program.

Given the highly specialized nature of the psychological assessment and emphasis on clinical and writing abilities in clinical practice during assessment training and upon graduation, students requesting to be in this specialization must meet the following requirements:

1. Students should be in good academic standing.
2. All prerequisite coursework must have been successfully completed.
  - PSY2050 Psychopathology and Diagnosis
  - PSY3025 Biological Bases of Behavior
  - PSY3015 Cognition and Affect in Human Behavior
  - PSY6060 Ethics and Laws in Psychotherapy and Behavioral Science
  - PSY8230/8231 Cognitive Assessment and Lab
  - PSY8250/8251 Personality Assessment and Lab
3. A clinical writing sample should be submitted for review demonstrating professional writing, logical organization, rigorous conceptualization and appropriate treatment recommendations. The sample should be submitted prior to the start of the term for enrollment in the specialization and submitted to the Specialization Coordinator: Anne Khalifeh or Michael Sakuma. A decision will be rendered prior to the Add/Drop date of term for enrollment. A clinical writing sample may comprise of any of the following:
  - A deidentified psychological assessment from a training site;
  - Work samples from Cognitive Assessment or Personality Assessment;
  - A suicide risk assessment;
  - A treatment plan;
  - A case conceptualization;
  - A cognitive screening report.
4. Students should have secured practicum or internship training that offers education and supervision in psychological assessment affording the student to opportunities to perform psychological assessment and offer regular supervision on assessments being conducted at the training site. The DCT may contact the training site to verify this information. The academic segment of this specialization will offer preliminary supportive training and supervision but should not be considered the primary supervision source.

# Learning Outcomes:

Upon completion of the Specialization, students will be able to...

1. Gain skills and knowledge about empirically supported, evidence-based, practical, and humanistic approaches and non- conventional approaches to psychological assessment of children and adults.
2. Understand ethical principles related to psychological assessment including ethical use of tests, test selection, test security, and application to a range of population groups.
3. Understand the diversity and related implications of psychological assessment across cultures.
4. Gain skills and knowledge about how to write comprehensive integrated reports that are both ethically and culturally sensitive.

## Requirements

This Advanced Assessment Specialization requires a total of 15 credits.

- PSY 8240 - Advanced Cognitive Assessment 3 credit(s)
- PSY 8241 - Advanced Cognitive Assessment Lab 1 credit(s)
- PSY 8242 - Advanced Personality Assessment 3 credit(s)
- PSY 8243 - Advanced Personality Assessment Lab 1 credit(s)
- PSY 8244 - Integrated Advanced Assessment I 3 credit(s)
- PSY 8245 - Integrated Advanced Assessment I Lab
- PSY 8246 - Integrated Advanced Assessment II 3 credit(s)
- PSY 8247 - Integrated Advanced Assessment II Lab 1 credit(s)

### Specialization in Psychophysiology (15 semester credits)

All of these basic courses:

- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s) (lab during RLE)
- APH 5101 - Psychophysiological Recording, Assessment, and Interventions 3 credit(s) (lab during RLE)

Three of the following courses:

- APH 5221 - Stimulation Technologies 3 credit(s) (lab during RLE)
- APH 5451 - Optimal Functioning: Psychophysiological Applications in the Community, School, Sports, and Workplace 3 credit(s)
- APH 5571 - Heart Rate Variability Biofeedback 3 credit(s)
- APH 5271 - EEG Biofeedback: Assessment and Intervention 3 credit(s) (lab during RLE)
- APH 5201 - Principles and Theories of Stress Management 3 credit(s)
- APH 5620 - Basic Training and Education in Hypnosis 3 credit(s) (lab during RLE)

## Ph.D. Counselor Education and Supervision

### PhD Counselor Education and Supervision

Saybrook University's PhD Counselor Education and Supervision program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation assures that the content and quality of our program has been evaluated and meets standards set by the profession. The program is accredited through October, 2026.

Saybrook University's PhD Counselor Education and Supervision program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation assures that the content and quality of our program has been evaluated and meets standards set by the profession. The program is accredited through October, 2026.

The Doctoral degree program in Counselor Education and Supervision at Saybrook University, is intended to prepare students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings. Graduates are prepared to contribute to the knowledge base in field of counseling, through leadership and research skills. The PhD program will hold to the broader mission of preparing advocates and leaders in Humanistic social transformation that is at the core of the mission of Saybrook University.

This program is designed to appeal to Master's level clinical practitioners, with an interest in teaching and providing advanced supervision.

**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.

**PhD Program Learning Outcomes:** The program learning outcomes were directly born out of the department core values, and build from our MA Counseling Learning Outcomes.

Upon completion of PhD in Counselor Education and Supervision, students will:

*Program Learning Outcome #1:* Demonstrate an advanced ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.

*Program Learning Outcome #2:* Discern the elements of an effective therapeutic alliance, and demonstrate the ability to co-construct and maintain a counseling relationship. In addition, students will show a high level of competency in supporting MA level students in gaining these skills- demonstrated in teaching and/or supervision.

*Program Learning Outcome #3:* Examine and demonstrate an advanced understanding of diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group and community experiences- including skills in exploring these areas with MA level students.

*Program Learning Outcome #4:* Demonstrate an advanced ability to apply, critique and synthesize theory as they integrate this knowledge into their teaching and supervision.



*Program Learning Outcome #5:* Utilize effective communication skills to advocate for individual and social change within their advanced clinical work, supervision and teaching.

*Program Learning Outcome #6:* Apply relevant professional ethical codes and ethical decision making to guide their clinical work, supervision, and teaching.

*Program Learning Outcome #7:* Utilize professional literature, research knowledge and best practices to generate original research to support counselor development and preparation, as well as to support individual, familial, group and community change.

*Program Learning Outcome #8:* Describe, demonstrate, and teach MA level students the relationship between their "self" as a therapist, their professional identity as a counselor, and their responsibility to serve clients and the community.

### **Career Outcomes**

Upon completion of the PhD in CES, graduates will be prepared to seek full-time or adjunct faculty positions in Counselor Education programs. In addition, individuals will be qualified to provide advanced supervision, and will have more advanced clinical skills, allowing for more advanced positions within the Counseling field - such as Clinic Director and similar positions.

### **Residential Orientation**

All new students in the PhD CES program begin their studies with a one-time, virtual Orientation. The virtual orientation includes a Canvas orientation course shell, and a virtual meeting ahead of the start of the term. ahead of the RC at the start of the Fall and Spring semesters.

### **Residential Conferences**

Activities during the required RCs are designed to expand further on the knowledge from coursework, to develop teaching, and supervision skills, and to participate in professional development through workshops, courses, and seminars, as well as formal and informal meetings and discussions with faculty, advisors, and peers. Although students complete most of their coursework online, attendance at residential conferences, during completion of coursework (not including dissertation) is required.

### **Online Coursework**

Online courses are 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.

### **Online Teaching/Supervision**

Throughout the doctoral program, students will have opportunities to engage in online teaching, and supervision. This training will have a developmental trajectory, with all students starting with co-teaching, with a goal of independent (supervised) teaching by the end of the doctoral program. Students will also have opportunities to engage in supervision- both online and through synchronous course meetings. Similar to teaching, our supervision training will begin with co-supervision, and lead to independent (supervised) supervision of master's level students.

### **Application Documents Required**

Applicants for the PhD Counselor Education and Supervision must submit the following documents:

- Application for Admissions
- An official transcript from an accredited university demonstrating successful completion of a Master's degree in Counseling or closely related field, with a 3.0 GPA or better;

- Professional resume or CV;
- Personal statement; and
- Two Letters of recommendation - One letter should be from a clinical supervisor, and the second from an academic advisor or faculty member from the applicant's MA program. *Saybrook MA graduates are excused from the academic advisor letter.*

More information can be found in our program handbook

### Transfer Credits

Generally, students may transfer in up to 9 core course credits from another PhD in CES programs. Students are required to submit a written transfer request and provide a copy of the syllabus of the desired transfer course in advance of taking it, so the faculty can determine if the course sufficiently aligns with the course it intends to replace. No guarantees are given that courses will be transferred in. \*See University Catalog for full transfer policy. No transfer credit will be accepted for courses more than five years old, or for grades lower than a "B".

### Program Course Requirements

The four-year program provides a low-residency, blended, and mixed model of distance learning. At the beginning of each fall and spring semester faculty and students come together for intensive face-to-face learning at 5 day Residential Conferences (RCs). Travel to and successful completion of all RC's during coursework is required to fulfill degree requirements. PhD students will have a combination of coursework, and teaching experiences at each RC. After the RC students join their student cohort online to learn together and receive instruction from faculty in a predominately asynchronous environment. A portion of the **54 (post-master's degree) credit program** includes three semesters of supervised field work- inclusive of teaching, supervision, research, and leadership activities; Advanced Practicum, Advanced Internship I, and Advanced Internship II, as well as 9 credits of Dissertation. Graduates of the PhD CES program are prepared for careers in higher education teaching- in counselor education departments, supervising clinical mental health counselors, advocating to improve the lives of marginalized individual and families, and conducting research through a humanistic lens. The five core areas represent the advanced knowledge required of all PhD-level counselor education graduates. The common core areas are:

1. Counseling
2. Supervision
3. Teaching
4. Research and Scholarship
5. Leadership and Advocacy

## Required Courses

The following table lists the required courses.

### PhD Counselor Education and Supervision

- CES 7000 - Advanced Theories and Practice 3 credit(s)
- CES 7010 - Supervision and Consultation 3 credit(s)
- CES 7015 - Cultural Responsiveness and Advocacy 3 credit(s)
- CES 7020 - Leadership, Advocacy, and Ethics 3 credit(s)
- CES 7025 - Instructional Theory and Practice 3 credit(s)
- CES 7027 - Community Leadership and Engagement 3 credit(s)
- CES 7035 - Introduction to Counselor Education 3 credit(s)
- CES 7045 - Research and Publication Seminar 3 credit(s)
- CES 7050 - Quantitative Research Methodology 3 credit(s)

- CES 7055 - Qualitative Research Methodology 3 credit(s)
- CES 7060 - Advanced Statistics 3 credit(s)
- CES 7065 - Advanced Qualitative Research Methods 3 credit(s)
- CES 7070 - Advanced Practicum 3 credit(s)
- CES 7075 - Advanced Internship I 3 credit(s)
- CES 7080 - Advanced Internship II 3 credit(s)
- CES 7085 - Comprehensive Exam
- CES 8000A - Dissertation 3 credit(s)
- CES 8000B - Dissertation 3 credit(s)
- CES 8000C - Dissertation 3 credit(s)

9 total credits

Dissertation continuation is available for students that need to extend their dissertation work beyond the 9 credits.

- CES 8000D - Dissertation
- CES 8000E - Dissertation
- CES 8000F - Dissertation

**Total Required Core Courses: 54**

## **Ph.D. in Integrative and Functional Nutrition**

Saybrook's PhD in Integrative and Functional Nutrition is a fully on-line\* minimum 62-credit doctoral degree program for those looking to enhance their expertise and contribute to the scientific advancements in the field of integrative and functional nutrition. Graduates of this doctoral program will be prepared to lead integrative nutrition practices, educate others in the science of functional nutrition, and advance the field through research.

Saybrook's PhD in Integrative and Functional Nutrition prepares its graduates to use an evidence-based, holistic approach that applies the knowledge of functional biochemistry to assess body dysfunctions and incorporate environmental, social, physiological, and psychological sciences to provide person-centered, integrative care. This program is ideal for current nutrition professionals seeking a terminal degree that will distinguish them as experts in the field; non-nutrition health practitioners seeking to complement their existing skillset; and professionals from non-scientific backgrounds who are prepared to transition themselves into the field of advanced, applied nutritional sciences.

### **Program Learning Outcomes**

Students completing Saybrook's PhD in Integrative & Functional Nutrition will be prepared to:

1. Apply evidence-based integrative and functional nutrition approaches to comprehensively assess and promote the health and wellness of diverse individuals and communities.
2. Critically evaluate and utilize evidence-based resources to inform professional practice.
3. Explain the science of integrative and functional nutrition in health promotion and disease prevention and management to lay audiences and health professionals.
4. Apply knowledge of biochemical, physiological, and psychosocial sciences to assess nutritional status and design integrative interventions.
5. Identify and articulate the ethical, humanistic, and legal guidelines for professional nutrition practitioners.
6. Synthesize nutrition research to identify information gaps in the literature and articulate implications for future research.
7. Propose and conduct a quality research study and present the findings to professional audiences.

## Admissions Requirements

The following is a list of required and preferred criteria for acceptance into the PhD in Integrative and Functional Nutrition. Each applicant is assessed individually and all materials including academic transcripts, statement of interest, professional experience, and personal interview are used to determine appropriateness of each candidate.

- Completion of a master's degree from a regionally accredited university with GPA of 3.3 or above (on a scale of 4.0).
  - Those with a master's GPA of 3.0 to 3.3 may be conditionally accepted and required to take a lighter course load and achieve a B or above in all coursework for at least one year.
  - Preference is given to those with a BS or MS in the health, life, or physical sciences (e.g., nutrition, exercise physiology, biochemistry, chemistry) or whose academic transcripts demonstrate significant science coursework.
    - Alternative degrees will be considered on an individual basis.
- Transcripts from an accredited university showing completion of the following three pre-requisite science courses with a B or above within the past 10 years\*.
  - 3 credits Human Nutrition
  - 3 credits Biochemistry or Organic Chemistry
  - 3 credits Anatomy and/or Physiology
    - Those lacking one or more of these pre-requisite courses may be accepted but will be required to add the course(s) to their doctoral program at Saybrook.
    - Applicants whose pre-requisite coursework was completed more than 10 years prior to applying, but who have recent related work experience (e.g., Registered Dietitians) may waive some pre-requisite requirements.

Applicants for the doctoral degree in Integrative and Functional Nutrition must submit:

1. Official transcripts from all undergraduate and graduate universities;
2. A 250-500-words personal statement explaining their professional interest in pursuing the PhD in Integrative and Functional Nutrition;
3. A current resume or CV;
4. Upon request, some students may be required to provide a sample demonstrating academic writing skills. Writing samples and other Admissions documents must be solely and independently authored by the applicant, not professionally edited, and written within the past ten years. Due to the importance of scholarly writing standards, all PhD IFN students will be required to take the graduate level academic writing course. Writing samples will be analyzed to assess whether the applicant can be waived from this requirement. Note that if plagiarism is found, it can be disqualifying for admission. Plagiarism is defined in the Saybrook catalog section, "Policy on Academic Honesty (Plagiarism) and Authorship."

## Degree Requirements

Students in this minimum 62-credit program take a core set of advanced nutritional science courses to establish a strong foundation on which to build. Students then select from a variety of nutrition electives, covering topics such as dietary supplements, culinary medicine, gastrointestinal health, and sports nutrition to allow for program customization. Students may also elect to take courses from other programs across the university, from which they can acquire complementary knowledge in areas of mind-body medicine, wellness coaching, psychology, and more.

Saybrook may accept up to nine graduate-level transfer credits into the PhD in Integrative and Functional Nutrition. Credits must be from suitable coursework completed at another regionally accredited college or university within the past 15 years with a grade of B or above. Transfer credits must be approved by the Department Chair and are applied to the number of elective or required course credits needed for degree completion. For further details regarding transfer credit policies, consult the Institutional Transfer Credit Guidelines section of the University Catalog.

The PhD in Integrative and Functional Nutrition requires completion of a doctoral research dissertation. Students take a series of advanced research courses to prepare them to design and conduct a research study on a nutrition topic of

their choice. Students must complete all degree requirements, including completion of the research dissertation process, to graduate from the program. Approximate time to graduation is four years, but varies depending on each individual's pace, course requirements, and dissertation progress.

## Core Courses required of all PhD in IFN students (26 credits)

- IFN 5514 - Virtual Community in Nutrition 1 credit(s)
- IFN 5660 - Methods in Nutrition Research 3 credit(s)
- IFN 5670 - Foundations of Integrative and Functional Nutrition 3 credit(s)
- IFN 5681 - Systems Biology I 3 credit(s)
- IFN 5682 - Systems Biology II 3 credit(s)
- IFN 5688 - Advanced Nutritional Biochemistry--Macronutrients 3 credit(s)
- IFN 5689 - Advanced Nutritional Biochemistry--Micronutrients 3 credit(s)
- IFN 5900 - Integrative Approaches to Chronic Disease 3 credit(s)
- IFN 6100 - PhD IFN Seminar 1 credit(s)
- MBM 5500 - Ethics in Healthcare 3 credit(s)

## Research Courses required of all PhD in IFN students (21 credits)

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)  
Or
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)  
This RES course decision (RES2300 or RES2500) should be based on the student's specific dissertation research methodology. This course should also serve as the appropriate prerequisite course for RES3xxx. See course descriptions RES 3000-3400.
- RES 2700 - Statistics 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)
- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course which will reflect the methodology of the student's dissertation research. see course descriptions RES 3000-3400) 3 credit(s)
- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

## Basic Science Pre-requisites (if required)

- IFN 5704 - Anatomy and Physiology 3 credit(s)
- IFN 5703 - General Biochemistry 3 credit(s)
- IFN 5520 - Nutritional Science 3 credit(s)

Total Credits with basic sciences minimum 62 - 71

IFN Electives: Students select 3 courses (9 credits) from the following list:

- IFN 5515 - Systems Biology of Lifestyle Medicine 3 credit(s)
- IFN 5522 - Nutritional Genomics 3 credit(s)
- IFN 5611 - Therapeutic Diets and Menu Planning 3 credit(s)
- IFN 5661 - Nutritional Foundations of Mental Health 3 credit(s)
- IFN 5663 - Sports and Exercise Nutrition 3 credit(s)
- IFN 5673 - Integrative Approaches to the Digestive System 3 credit(s)
- IFN 5676 - Dietary Supplements and Herbal Medicine 3 credit(s)
- IFN 5686 - Functional Nutrition Laboratory Testing 3 credit(s)
- IFN 5694 - Nutrition-Focused Physical Exam 3 credit(s)
- IFN 5705 - Psychobiology of Eating 3 credit(s)
- Any new course with IFN Prefix (EXCEPT IFN 5703, IFN 5704, IFN 5520):
- Any additional research course

## Writing Course and Open Elective(s) required of all PhD in IFN students (6 credits)

- MBM 5507 - Graduate Level Academic Writing 3 credit(s)

## Open Electives

Students elect one course (3 credits) from any course across the University for which they are eligible. Students requiring any of the basic sciences may use open elective credits to meet these requirements. Students who are notified of their eligibility to opt out of MBM5507 may elect one additional open elective (3 credit) course to fulfill the degree requirements.

\*All required coursework is done virtually. However, some elective options have 1-2-day residential components for which students would be required to attend if they select these courses. Also note that while the residential component is not required, students may opt to attend at any time.

Degree Requirements for 2021-2022 Academic Year approved by CIMHS Degree Program Committee.

## Notes:

- 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 academic advisor in your first term of enrollment.
- Students who hold the credential of Registered Dietitian through the Commission on Dietetic Registration are eligible for Advanced Standing and will receive a 6-credit reduction from the Master of Science in Integrative and Functional Nutrition program or a 9-credit reduction from the PhD in Integrative and Functional Nutrition program. This is the maximum allowance for credit reduction for these programs. Credit reduction may be made by removal of required or elective courses and will be determined on an individual basis by the department chair or academic advisor.
- The Institute for Integrative Nutrition (IIN) provides holistic training in the field of nutrition. IIN's Health Coach Training Program includes coursework in nutrition, health and wellness, coaching techniques, business skills, and personal development. The articulation agreement with Saybrook University allows

graduates of the IIN training programs to authorize six credits of graduate credit toward CIMHS masters and doctoral programs.

## Optional: Minor in Mind-Body Medicine - 12 credits minimum

- MBM 5710 - Mind-Body Therapies and Practices 3 credit(s)  
**Choose 3 from the list below - 9 credits**
- APH 5201 - Principles and Theories of Stress Management 3 credit(s)
- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s)
- CS 6606 - Introduction to Expressive Arts 3 credit(s)
- CSIH 3160 - Personal Mythology and Dreamwork 3 credit(s)
- MBM 5510 - Imagery for Health 3 credit(s)
- MBM 5616 - Movement Modalities for Wellness 3 credit(s)
- MBM 5635 - Spirituality and Health 3 credit(s)
- MBM 5645 - The Human Energy Field and Energy Medicine 3 credit(s)
- MBM 5655 - Mindfulness, Meditation, and Health 3 credit(s)
- Additional options may be approved by the MBM department chair

## PhD IFN Total Degree Requirements with Minor in MBM - 74-86 credits minimum

## Optional: Minor in Integrative Wellness Coaching (IWC) - 9 credits minimum

Saybrook's IWC Certificate program is specifically geared toward individuals who do not currently hold an ICF or NBHWC credential.

- COA 5628 - Evidence-Based Coaching 3 credit(s)
- COA 5632 - Intermediate Coaching 3 credit(s)
- COA 5593 - Advanced Coaching 3 credit(s)

## PhD IFN Total Degree Requirements with Minor in IWC - 71-83 credits minimum

## Learning and Career Outcomes

Those earning the PhD in Integrative and Functional Nutrition from Saybrook University will be prepared as scholar-practitioners to hold careers in academia, research, public health, or private practice.

Saybrook University's PhD in Integrative and Functional Nutrition degree program fulfills the current academic requirements for the Certified Nutrition Specialist (CNS) exam. 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 1,000 hours of supervised experience. The BCNS reviews each candidate individually, including current course descriptions, transcripts and experience to determine eligibility. To learn more about becoming a CNS, see [www.theana.org](http://www.theana.org)

In addition, the program fulfills the current core academic requirements in nutrition of the Clinical Nutrition Certification Board (CNCB) for the 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](http://www.cncb.org)

If you are interested in seeking the RD credential upon completion of the PhD in Integrative and Functional Nutrition program at Saybrook University, please visit the website of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) at <https://www.eatrightpro.org/acend/students-and-advancing-education/ispp-for-students>. ACEND® policies for Individualized Supervised Practice Pathways (ISPPs) allow individuals holding a doctoral degree without a DPD verification statement to apply for an ISPP; however eligibility requirements and options may vary by program. You can see which Dietetic Internships, Coordinated, or Didactic programs currently offer ISPPs by visiting Accredited Education Programs. Doctoral degree holders without a DPD verification statement must attend an ISPP that is approved to offer a track for individuals with a doctoral degree. Students interested in applying to an ISPP should research the eligibility requirements of the program where they intend to submit an application, including whether you are required to locate your own preceptors, and then contact the program director. Individuals with work experience should also inquire whether the program grants credit for specific competency requirements through an assessment of prior learning.

Depending upon each state's specific credentialing and practice requirements, graduates may consider careers in:

- Research
- Nutrition consulting
- Product development
- Higher education
- Food and culinary settings
- Health program development and execution
- Public health care, community organizations, legislature and policy settings
- Public speaking or journalism (non-technical, technical)

## **Ph.D. Integrative Social Work**

# **Core Degree and Requirements**

*Integrative social work (ISW)* is an approach to social work that considers the entire person, mind, body, and spirit, within a community and societal perspective. ISW is holistic, person-centered, and mindful. ISW also adopts the de-colonizing and global perspectives, embracing social justice and social equity for all elements in society. Saybrook's PhD in integrative social work is evidence-based, informed by a scientific understanding of self-in-society. Students will access research, critically evaluate the credibility of research, conduct independent research, and translate research findings for application in their professional work.

The ISW doctoral degree program is attuned to the traditions of social work, and to the social justice, social equity, and social transformation that are at the core of the mission of Saybrook University. This curriculum is designed to appeal to applicants with MSW degrees, with an interest in administration, consulting, teaching, research, and policymaking. By the end of the program, students will be prepared to work as administrators, teachers, consultants, and practitioners in academic, community, corporate, and clinical settings.

## **Specializations**



The PhD in Integrative Social Work offers two doctoral level specializations to prepare graduates to pursue advanced professional careers in areas of increasing social need today. The specializations available within the PhD in Integrative Social Work include:

- Integrative Community Studies Specialization: Disaster, Trauma, and Addictions
- Integrative Gerontology Studies Specialization: Gerontology, Chronic Illness, and End of Life Care
- Legal Studies Specialization

Graduates from the *integrative community studies specialization* will make positive changes in social services and healthcare as organizational consultants and administrators in nonprofit and for-profit organizations. They may seek research and academic positions-enhancing approaches to community health-or advance along their existing path in such careers in healthcare administration, program development, grant writing, and social work.

Graduates in the *integrative gerontology studies specialization* will pursue careers in a variety of fields as administrators, policymakers, academics, and consultants. The type of work these graduates will be doing includes developing new public health programs addressing the community needs of aging populations, serving as consultants to healthcare organizations to better meet the needs of the chronically ill and those with terminal conditions, leading and supervising research with/in community-based programs serving older populations, and teaching at the university level.

Graduates in the *legal studies specialization* will draw on their legal knowledge to assist non-profit agencies to promote social and legal change to promote changes in regulations and regulatory practices, and to advocate for organizations and individuals with courts, governmental agencies, and other organizations.

## Values, Mission, and Learning Outcomes

**Department Core Values:** The Department of Integrative Social Work has adopted a set of professional and personal values to be demonstrated by all students and faculty. These qualities are linked to the mission and core values of the College of Integrative Medicine and Health Sciences and of Saybrook University. All members of the Saybrook social work community are expected to embody these qualities inside and outside courses to the greatest extent possible. The qualities include:

**Mind-Body-Community-Spirit Approach:** The Department approaches the profession of social work from a holistic and systemic perspective. Human beings, health, and well-being include physical, emotional, community, and spiritual dimensions; neglecting any one dimension undermines the whole.

**Mindfulness and Compassion-Based Leadership:** Saybrook University social workers create relationships and communities built on compassion, respect, authentic voice, deep listening, and reflective awareness, leading to responsible presence and action.

**Person-Centered:** The Department of Integrative Social Work embraces a person-centered approach to health and well-being, understanding the person as "person in community." Person-centered care attends to each human being's wellbeing, resilience, and coping in community and over the course of the lifespan.

**Community-focused:** Community-focused social work emphasizes that conditions in the community and society support or undermine individual well-being. Students, faculty, and alumni of this program strive to achieve social justice and health equity.

**Academic Rigor:** The Department of Integrative Social Work is committed to rigor in academic and training experiences, with emphasis on a scholar-practitioner model. The graduate education in Integrative Social Work is founded on a research-informed curriculum and educational experiences.

**Integrity:** The Department challenges its students, faculty, and alumni to conduct their lives, work, and relationships with integrity and authenticity, so they will be a credit to Saybrook University and a credit to the field of social work.

**Transformation:** Saybrook University social workers are scholar-practitioners and change-agents who seek and apply knowledge to solve problems and foster personal, relational, and community transformation.

## Department Mission Statement:

The Department of Integrative Social Work is committed to preparing outstanding social work professionals who will serve as inspirational leaders, change agents, and teachers in public health, healthcare, the corporate world, and academia. The Saybrook education prepares doctoral level social workers to initiate transformational change in organizations and communities toward a just, humane, and sustainable world.

## Program Learning Outcomes:

Students completing the PhD Degree in Integrative Social Work will be able to:

1. Examine and analyze the traditional community and societal values of the social work profession and their application to the changing landscape of the 21<sup>st</sup> century.
2. Explain the influence of social policy, public health programs, and advocacy on general health and well-being and the implications for individuals, organizations, and/or communities.
3. Apply multicultural competencies and diversity awareness, and support health equity and social justice in healthcare, society, and law.
4. Engage, assess, and intervene with individuals, families, groups, organizations, and communities.
5. Critically evaluate methodologies, apply published research, and conduct independent research to investigate contemporary issues with community and society.
6. Assess and synthesize evidence, theories, and informed practices/interventions in integrative social work.

## Admission Requirements

Students entering the PhD program in Integrative Social Work doctoral degree must have completed a master's degree in social work, or other relevant master's degree, from a regionally accredited college or university prior to enrollment. It is preferred that applicants have one to two years of professional experience prior to admission. Applicants will be judged on their overall ability to do graduate work, including academic writing.

Applicants must submit:

- An official transcript(s) of accredited degrees,
- A personal statement,
- A resume/CV, and
- An academic writing sample.

All applicants will be interviewed by a member of the Social Work faculty. The minimum expected grade point average (GPA) requirement is 3.0 from the last degree-granting institution, though exceptions may be made. Students showing weaknesses in academic writing skills must take Graduate Academic Writing, a 3-credit course.

### Transfer Credit

Saybrook may accept up to nine doctoral credits as transfer credit toward the PhD degree in Integrative Social Work, from other regionally accredited colleges and universities. Transfer credits must be from doctoral courses in social work. Transfer credits will be applied to reduce the required number of elective or required courses for degree completion.

If a student has taken more than nine credits of past doctoral courses matching required courses, or can demonstrate learning equivalent to a required course, the required course(s) may be waived without credit, and students will take additional elective(s) in their place. For further details regarding transfer credit policies, consult the Institutional Transfer Credit Guidelines section of the University Catalog.

### **Degree Requirements**

Students in the PhD degree program in Integrative Social Work will complete an 18-credit sequence of core courses in Integrative Social Work, 12 credits in specialization courses, and 9 credits of elective courses. Students in the PhD in Integrative Social Work also complete a 21-credit sequence of research courses, culminating in a doctoral dissertation and oral defense of the dissertation.

## **Total Degree Credits (Years 1-4) 60 credits**

- Core Requirements - 18 credits
- General Electives - 9 credits
- Specialization courses - 12 credits
- Research courses - 21 credits

### **Core Courses (18 credits)**

- SW 1001 - Foundations of Integrative Social Work 3 credit(s)
- SW 1002 - Advocacy: Social Justice and De-colonizing Approaches 3 credit(s)
- SW 1003 - Epidemiology of Health and Disease 3 credit(s)
- SW 1004 - Public and Community Health 3 credit(s)
- SW 1005 - Public Policy and Social Work 3 credit(s)
- MBM 5523 - Theories & Applications of Mindful Leadership 3 credit(s)

### **Research Course Sequence (21 credits)**

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)
- RES 3xxx - Advanced Research Methods 3 credit(s)
- (Select one course, see course descriptions RES 3000-3400) 3 credit(s)
  
- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

### **Notes:**

- The degree completion time for a student following the default course sequence will average between 3 and 4 years. Some students may complete degree requirements in fewer semesters, and some may require more semesters to complete the degree.
- Elective courses include graduate courses from any Saybrook University graduate program.
- 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.

## **Residential Conferences and Video-Conferences**

The PhD in Integrative Social Work (ISW) program is a low-residency degree program, with most course work completed online. New students in ISW will attend the Mind-Body-Spirit Integration Seminar. This seminar immerses students for two days intensively in mind-body-spirit practices and techniques and involves significant self-awareness and discovery, with four virtual follow-up sessions on successive Saturdays. Students in ISW may elect to complete the two-day immersion virtually in the summer or face-to-face in California during the Fall or Spring Residential Conferences. Students may also attend a two-day residential conference on Mindfulness and Compassion-Based Leadership, or choose an alternate entirely virtual course on Reflective Leadership. Students may also select elective courses requiring additional residential conference training.

Students will attend web-based videoconferences as parts of many of their classes. Attendance and participation in videoconferences are essential components in class work, and any student unable to attend all videoconference sessions must develop a plan with the course instructor for compensatory learning.

### **Dissertation Research**

Each student will plan and implement a research-based dissertation with the assistance of a dissertation committee, including a chair, methodologist, and reader. Dissertations are designed to produce novel information related to integrative social work, and may employ quantitative data analysis, qualitative data analysis, a mixed methods approach, or an action research model. Students develop the research proposal in dialogue with the dissertation chair and methodologist. Students must then obtain the full dissertation committee's approval, based on an online presentation of the research protocol, as well as the permission of the Institutional Review Board to implement the research plan. Students must pass a final video-conference review of the dissertation's results upon completion of the research, with the final approval of the dissertation committee.

## **Career Outcomes**

Upon completion of the PhD in Integrative Social Work, graduates will be prepared to be leaders and change agents in a variety of fields, as administrators, policy makers, academic faculty, researchers, and consultants. Graduates will be prepared to advocate for policy reform, re-shape government regulations, initiate and transform social welfare and public health organizations, and provide advice and guidance for organizations in healthcare, public health, and criminal justice.

## **Specialization in Integrative Gerontological Studies**

The Integrative Gerontological Studies specialization prepares students for professional work with aging populations, human beings with chronic and terminal conditions, and those in pain and at the end of life. Graduates will lead public

health programs, administrative agencies, clinics, and hospitals serving human beings in the second half of life; and will teach the next generation of social work and public health professionals.

#### Specialization Requirements: Integrative Gerontological Studies

Students in the integrative gerontological studies specialization will take four classes for their specialization:

- SW1014 Integrative Social Work in Palliative and End of Life Care
- SW1015 Integrative Social Work and Aging Populations
- SW1016 Integrative Social Work and Chronic Illness.
- MBM5569 Consulting Skills

In most cases, they will also complete doctoral research investigating topics relevant to aging, palliative care, and end of life care.

## Specialization in Integrative Community Studies

Students in the integrative community studies specialization will apply the whole-person self-in-community approach to a range of social and community problems. Graduates in this specialization will shape policy and reform programs addressing mass disasters, trauma, public health problems, addictions, and incarceration. They will lead research in these areas and translate existing research into more effective legislation and public policy.

#### Specialization Requirements: Integrative Community Studies

Students in the integrative community studies specialization will take four classes for their specialization:

- SW1020 Disaster, Trauma, and Crisis Intervention
- SW1021 Family Studies and Interventions
- SW1022 Social Work with the Criminal Justice System and Incarcerated Populations
- SW1023 Integrative Social Work and Addiction Studies

In most cases, they will also complete doctoral research investigating topics relevant to trauma, disaster relief, addictions, and the criminal justice system.

## Specialization in Integrative Legal Studies

Students in the legal studies specialization will take courses offered at Colleges of Law, Saybrook University's affiliate institution. Graduates in this specialization will be equipped with the legal understanding to help their diverse clients and families. They will obtain a greater understanding of the law in their respective practice areas, in order to be effective in their helping processes with their diverse clients.

#### Specialization Requirements: Legal Studies

Students in the legal studies specialization will take four classes ( 2 required and 2 electives) for their specialization:

Two required courses:

- SW 8202 - Social Work and the Law 3 credit(s)
- SW 8205 - Foundational Legal Skills 3 credit(s)

Two elective courses from the following:

- SW 8200 - Introduction to Education Law 3 credit(s)
- SW 8201 - Family Law and Courts 3 credit(s)

- SW 8203 - Mediation 3 credit(s)
- SW 8204 - Mental Health Law 3 credit(s)
- SW 8206 - Legal Process and Advocacy 3 credit(s)
- SW 8207 - Educational Rights and Advocacy 3 credit(s)
- SW 8208 - Special Education Law 3 credit(s)
- SW 8209 - Student Discipline and Due Process 3 credit(s)
- SW 8210 - Child Welfare Law 3 credit(s)
- SW 8211 - Domestic Violence and Elder Abuse 3 credit(s)
- SW 8212 - Juvenile Law and Juvenile Courts 3 credit(s)

## **Ph.D. Managing Organizational Systems**

### **Department of Business Administration & Leadership**

#### **Required Credits: 60**

##### **Degree Program Overview**

The Ph.D. in Managing Organizational Systems (MOS) explores these systems in their professional and global environments. It engages professionals who want to lead as distinctive members in the forefront of their fields.

Students accomplish this by assessing organizational systems, which provides a base of knowledge and skills they can use in many settings. The PhD develops strategic leaders who work in challenging local and global situations, who need to identify and address complex problems, and who learn to collaboratively design and implement innovative solutions that make a sustainable difference.

Today's organizations are complex systems. Many have globally dispersed operations and all, regardless of size, are globally influenced every day. Thus, leaders in organizations must be able to recognize and assess the 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 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 21<sup>st</sup> 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.

##### **Distinctive Features**

Leadership assessment and development through peer mentoring and feedback. Development throughout the program is an emphasis in the applied learning of impacting complex systems.

Systems approaches. Courses cover subjects such as leadership, organizational systems thinking, design thinking, organizational change and transformation models, collaborative systems operations, and applied behavioral science contributing to 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 innovative and 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 21<sup>st</sup> 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**

Managing Organizational Systems Ph.D. Students will be able to:

1. Assess, design, lead, manage, and evaluate complex organizational change initiatives in their chosen professions, places of work, and in the wider global community;
2. Apply systems thinking to conduct environmental analysis which includes internal and external conditions, create strategies to design, deploy, and evaluate collaborative solutions for pursuing organizational and community level opportunities and challenges;
3. Operate within a consistent framework of individual and collective ethics and social responsibility;
4. Practice and promote self-awareness, appreciation of diversity, and constructive dialogue to initiate and maintain authentic relationships, leadership, and sustainable collaboration;
5. Design and conduct systematic and systemic research that employs robust evidence-based critical analysis that is rooted in scholarship and practice (praxis).
6. Distinguish, analyze, and critically assess competing leadership/followership theories and concepts;
7. Integrate core theories and concepts of leadership through individual reflection and intellectual projects.

### **Program Requirements for Ph.D. degrees in Managing Organizational Systems**

The total doctoral degree is 60 credits. Besides the 8 research and dissertation focused courses, there are 10 foundational courses in leadership, organizational behavior systems thinking and professional ethics. There are 2 elective courses, a choice of one of three courses for each elective.

*Residential Requirements:* Participation in twice-annual, residential conferences is required until enrollment in the dissertation begins.

**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 at the grade level of B or better and (d)

evaluated by the Department Chair as equivalent to a degree course for which a substitution is appropriate and conceptually fit with the degree program course of study. No more than 12 credits may be transferred.

## Requirements

Below are the course requirements for the Ph.D. in Managing Organizational Systems.

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- ORG 7030 - Leadership as a Tool for Transformation 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- ORG 7045 - Ethics and Social Responsibility 3 credit(s)
- ORG 7032 - Organizational Complexity and Systems Thinking 3 credit(s)
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)
- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course, see course descriptions RES 3000-3400)
- ORG 7074 - Issues in Sustainability 3 credit(s)
- ORG 7040 - Organizations and Social Systems Design 3 credit(s)
- ORG 7080 - Consulting Skills 3 credit(s)
- ORG 7044 - Generative Dialogue, and Strategic Discourse 3 credit(s)
- ORG 7083 - Leading and Developing the 21st Century 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)
- ORG 7072 - Managing Collaborative Systems in a Global Workplace: Teams, Collaborative Systems, and Networks 3 credit(s)
- ORG 7006 - Information Systems 3 credit(s)
- RES 6900 - Dissertation Preparation 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)
- RES 7000 - Dissertation Proposal 3 credit(s)

### **Elective Courses (choose two of the following)**

- ORG 7025 - Humanistic Foundations of Organizational Development 3 credit(s)
- ORG 7574 - Conflict and Innovation 3 credit(s)
- ORG 7440 - Leadership and Global Challenges 3 credit(s)

**Total Credits: 60**

## Ph.D. Mind-Body Medicine

*Mind-body medicine* is known as one of the leading complementary approaches in healthcare. In the past five years alone, thousands of studies have documented the therapeutic benefits of mind-body therapies on physical, mental, and emotional health.

Applying the principles and evidence supporting the effectiveness of mind-body approaches for health outcomes and overall wellbeing, students enrolled in the PhD Mind-Body Medicine (MBM) program integrate the philosophy, science, and techniques of mind-body medicine in their personal and professional work. The curriculum presents a foundation of scholarship across the CIMHS departments, representing domains of integrative healthcare, mind-body science, practice, advanced research, and ethics. To expand their knowledge and focus of study in a specific discipline, students may choose to add a specialization in applied psychophysiology, contemplative end-of-life care, integrative



and functional nutrition, integrative mental health, integrative wellness coaching, and mindful leadership in healthcare. The generalist degree or no specialization option offers the most flexible sequence for individuals pursuing multiple certificates such as integrative wellness coaching, integrative and functional nutrition, biofeedback, neurofeedback, stress management and clinical hypnosis.

The PhD MBM program attracts students from a broad range of education and career backgrounds in health, wellness, education, and non-healthcare fields. Nurses, therapists, coaches, yoga instructors, dietitians, nutritionists, educators, business consultants, and recent graduates from other degree programs, represent the student body. This degree does not qualify graduates for medical licensure.

Graduates are prepared serve as educators, coaches, consultants, directors or managers, and researchers in a variety of professional settings:

- Private practice and independent consulting
- Integrative medicine and wellness centers
- Medical centers, hospitals, community health, primary care
- Medical spas
- Yoga retreat centers
- Sports medicine
- Corporate wellness programs
- Colleges and universities

## Program Learning Outcomes

1. Explain the influence of biopsychosocial factors on general health and wellbeing and the implications for individuals, organizations, and/or communities.
2. Describe and apply the foundational values, ethical principles, and best practices of the field to oneself and others.
3. Apply cultural humility, diversity awareness, and inclusion to support health equity and social justice in healthcare systems.
4. Articulate the application of self-reflection and self-care skills.
5. Assess and synthesize evidence, theories, and established practices in integrative healthcare.
6. Critically evaluate research methods, apply published research, and conduct independent research in the field.
7. Compose original, grammatically correct, coherent, concise, and well-articulated written work in APA style.

## Admission Requirements

Applicants for the PhD degree in Mind-Body Medicine must submit the following documents:

- An official transcript from an accredited university demonstrating successful completion of a Master's degree, with a 3.0 GPA or better;
- Professional resume or CV;
- Personal statement; and
- The Department chair may require a writing sample for select applicants, based on the criterion that applicants submit a personal statement in their admissions material that includes grammatical mistakes, spelling errors, or poorly organized text.
- New PhD MBM students must provide official transcripts showing completion of an undergraduate or graduate-level science course in the past ten years, with a minimum of a B in anatomy and/or physiology. Students lacking this introductory science prerequisite course may be admitted by using an elective to accommodate the addition of IFN 5704 Anatomy and Physiology within their first year. Alternatively,

students may complete the basic anatomy and physiology course from Saybrook's academic partner, Straighter line.

Up to nine graduate transfer credits may be accepted to fulfill three electives or course requirement for the degree program.

These credits must be suitable for transfer as determined by the department chair and registrar. For further details regarding transfer credit policies, consult the Institutional Transfer Credit Guidelines section of the University Catalog for Course Descriptions.

Graduates from one of the CIMHS degree programs are eligible to transfer in all equivalent course requirements. The exact number depends on which master's degree the student has completed, and which PhD specialization the student selects. These students must fulfill the doctoral degree requirements for a minimum total of 75 credits.

Contact the department chair to inquire about the details of transfer credits.

### **Provisional Acceptance**

Applicants who fail to meet the identified program standards for academic integrity, academic writing, GPA, and/or professional communications may be admitted provisionally for a specified period [e.g., one semester, two semesters, or one year] and/or specified credits. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline. Failure to achieve the identified standards/expectations [e.g., acceptable academic integrity, adequate academic writing, a minimum GPA of 3.0, pass all courses with a B or above, or appropriate professional communications] within the identified time period [e.g., one semester, two semesters, or one year] and/or specified credits will result in dismissal. Students admitted provisionally cannot appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter.

## **Degree Requirements**

The requirements for the PhD MBM degree include 75 credits within specific categories of coursework: core (12 credits), research (21 credits), mind-body science (6 credits), practice (9 credits), electives (12 credits), and specialization (15 credits). Students who prefer to not to add a specialization will complete 15 credits of additional electives from any category or degree program. If the academic writing course is required, another elective may be added to the degree, thus increasing the requirements to 78 credits. The category requirements are listed below and in the degree program plan templates. Pre-requisites must be met to register for certain courses.

Note: All CIMHS students enroll in the MBM 5507 Graduate Level Academic Writing course within the first two semesters of starting the program unless students receive an approved waiver by the department chair.

In some instances, students may request to waive the MBM 5507 writing course and substitute an open elective at the discretion of the department chair. The department chair will make the determination based on any one of three criteria: (a) students may document solo-authored professional publications in a peer-reviewed journal, (b) per our institutional transfer credit policy, students may document completion of an equivalent 3-credit graduate level writing course within the past 10 years and earned a grade of B or better, or (c) students may submit an optional writing sample, and achieve a score of 90% or better on the writing sample grading rubric.

Students enrolled in this degree program must attend any residential conferences (RC) day as required for courses in which they choose to enroll.

### **Core - 12 credits**

- MBM 0505 - Mind-Body-Spirit Integration Seminar 0 credit (RC)
- MBM 5710 - Mind-Body Therapies and Practices 3 credit(s)
- MBM 5690 - Complementary and Integrative Medicine 3 credit(s)

- MBM 5500 - Ethics in Healthcare 3 credit(s)
- IFN Elective 3 credit(s)
- MBM 8000 - PhD Mid-Program Review

## Research - 21 credits

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)
- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course, see course descriptions RES 3000-3400) 3 credit(s)
- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

## Mind-Body Science - 6 credits

Required:

- MBM 5681 - Psychophysiology of the Human Stress Response 3 credit(s)
- Choose One:
- APH 5201 - Principles and Theories of Stress Management 3 credit(s) \*
  - APH 5181 - Hormonal and Perceptual Influences on Behavior 3 credit(s)
  - APH 5251 - Neuropsychophysiology 3 credit(s)
  - APH 5351 - Clinical Psychopharmacology 3 credit(s)
  - CSH 3040 - Models of Consciousness 3 credit(s)
  - CSH 3150 - Neuropsychology of Dreams and Dreaming 3 credit(s)
  - PSY 3171 - Perspectives and Foundations of Traumatic Stress 3 credit(s)
  - IFN 5705 - Psychobiology of Eating 3 credit(s)
  - IFN 5661 - Nutritional Foundations of Mental Health 3 credit(s)
  - MBM 5524 - Contemporary Neuroscience-Psychology and the Brain 3 credit(s)
  - MBM 5645 - The Human Energy Field and Energy Medicine 3 credit(s)
  - MBM 5674 - Ayurvedic Medicine 3 credit(s)

## Practice - 9 credits

Choose three:

- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s) (2-day RC)
- APH 5627 - Intermediate Biofeedback 3 credit(s) (2-day RC) \*
- APH 5595 - Advanced Biofeedback Practicum 3 credit(s) \*
- APH 5571 - Heart Rate Variability Biofeedback 3 credit(s)
- APH 5620 - Basic Training and Education in Hypnosis 3 credit(s) (RC)
- APH 5625 - Intermediate Training and Education in Hypnosis 3 credit(s) (RC) \*
- APH 5594 - Advanced Hypnosis 3 credit(s) \*
- COA 5628 - Evidence-Based Coaching 3 credit(s) (RC)
- MBM 5510 - Imagery for Health 3 credit(s) (RC)
- MBM 5516 - Contemplative Approaches to the Chronically Ill, Dying, and Their Families 3 credit(s)

- MBM 5517 - Contemplative Approaches to Grief and Loss 3 credit(s)
- MBM 5518 - Evidence-Based Skills in Contemplative End of Life Care 3 credit(s)
- MBM 5521 - Reflective Leadership in Healthcare 3 credit(s)
- MBM 5523 - Theories & Applications of Mindful Leadership 3 credit(s) (RC)
- MBM 5655 - Mindfulness, Meditation, and Health 3 credit(s) (RC)
- CSIH 3160 - Personal Mythology and Dreamwork 3 credit(s)
- MBM 5635 - Spirituality and Health 3 credit(s)
- MBM 5616 - Movement Modalities for Wellness 3 credit(s) (RC)
- MBM 5668 - Body-Oriented Approaches to Psychotherapy 3 credit(s) (RC) \*
- MBM 5720 - Narrative Approaches in Healthcare 3 credit(s)
- CS 6606 - Introduction to Expressive Arts 3 credit(s)

## Electives - 12 credits

- Elective Choice - 3 credits
- Elective Choice - 3 credits
- Elective Choice - 3 credits
- Elective Choice - 3 credits
- MBM 5507 - Graduate Level Academic Writing 3 credit(s) (default)

## Specialization or No Specialization - 15 credits

Applied Psychophysiology - 15 credits

Contemplative End of Life Care - 15 credits

Integrative and Functional Nutrition - 15 credits

Integrative Mental Health - 15 credits

Integrative Wellness Coaching - 15 credits

Mindful Leadership - 15 credits

Generalist Electives (no specialization) - 15 credits

## PhD MBM Degree Requirements - 75-78 credits

## Notes

See individual specialization requirements in the designated sections.

- The average time to complete the 75-78 degree requirements with or without a specialization is 4.5 to 5.5 years.
- A listing of acceptable CIMHS courses and electives is available in the university catalog and online Master Index. Students may also choose electives from other academic departments.
- The PhD MBM degree does not qualify graduates for medical licensure.

- Students also may choose to pursue a nationally recognized certificate in clinical hypnosis, biofeedback, or integrative wellness coaching. Refer to the departments of Applied Psychophysiology and Integrative Wellness Coaching to learn more about these certifications.
- Courses marked with an asterisk require prerequisites.

## **Ph.D. Mind-Body Medicine, Specialization in Applied Psychophysiology**

*Applied Psychophysiology* is the sub-specialty of psychophysiology that uses knowledge of the biological bases of various behaviors in conjunction with numerous psychological techniques to help people moderate medical symptoms, manage anxiety and depression, or enhance academic, artistic, and sports performance.

Students in the applied psychophysiology specialization will take basic science courses on psychophysiology, the science of mind and body, and on the technology of psychophysiological recording. They will master basic interventions in biofeedback and hypnosis and select from a menu of evidence-based skills courses including stress management, optimal functioning, heart rate variability biofeedback, and EEG biofeedback.

### **Specialization Requirements - 15 credits**

- APH 5051 - Fundamentals of Psychophysiology 3 credit(s)
- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s) (2-day RC)
- APH 5101 - Psychophysiological Recording, Assessment, and Interventions 3 credit(s) (2-day RC)

### **Choose two - 6 credits**

- APH 5271 - EEG Biofeedback: Assessment and Intervention 3 credit(s)
- APH 5571 - Heart Rate Variability Biofeedback 3 credit(s)
- APH 5221 - Stimulation Technologies 3 credit(s)
- APH 5201 - Principles and Theories of Stress Management 3 credit(s) \*
- APH 5451 - Optimal Functioning: Psychophysiological Applications in the Community, School, Sports, and Workplace 3 credit(s)
- APH 5620 - Basic Training and Education in Hypnosis 3 credit(s)

### **Notes**

- The average time to complete the 75-78 degree requirements with or without a specialization is 4.5 to 5.5 years.
- A listing of acceptable CIMHS courses and electives is available in the university catalog and online Master Index. Students may also choose electives from other academic departments.
- The PhD MBM degree does not qualify graduates for medical licensure.
- Courses marked with an asterisk require prerequisites.

## **Ph.D. Mind-Body Medicine, Specialization in Contemplative End of Life Care**

The specialization in Contemplative End of Life Care provides healthcare professionals with the skills and understanding to better tend to the psychospiritual needs of the chronically ill and the dying.

Palliative and end of life care are interdependent interdisciplinary efforts to enhance quality of life and symptom management during chronic and life limiting illness, including terminal disease processes. Contemplative end of life care is a holistic approach to providing psychosocial support, comfort, and care during the time leading up to and surrounding death.

The specialization program in Contemplative End of Life Care promotes integrative, mind-body-spirit, person-centered approaches for palliative and end of life care. The curriculum is designed to prepare students with the professional competencies to provide the emotional, spiritual, and practical care for individuals and their families who are living with life limiting and terminal illness.

The 15-credit specialization program is interdisciplinary and designed to appeal to students currently enrolled in the PhD Mind-Body Medicine program, who have an interest in providing palliative and end of life care and services. The curriculum is applicable to individuals working in different settings such as clinical care, coaching, administration, consulting, teaching, and research. Following completion of the specialization, students will receive a certificate of completion. Graduates of the specialization sequence will be prepared to provide support and care of clients with chronic conditions and those approaching end of life.

Note: This specialization does not lead to licensure. Students will gain courses and experience applicable toward certification by the Association of Death Education and Counseling (Certificate in Thanatology, Death, Dying, and Bereavement, Fellow in Thanatology, Death, Dying, and Bereavement). Some additional requirements are not included in the Saybrook courses.

## Specialization Requirements - 15 credits

- MBM 5515 - Contemplative Approaches to Thanatology 3 credit(s)
- MBM 5516 - Contemplative Approaches to the Chronically Ill, Dying, and Their Families 3 credit(s)
- MBM 5517 - Contemplative Approaches to Grief and Loss 3 credit(s)
- MBM 5518 - Evidence-Based Skills in Contemplative End of Life Care 3 credit(s)
- MBM 5596 - Contemplative Inquiry and Creativity in the End of Life Relationship 3 credit(s)

## Notes:

- The average time to complete the 75-78 degree requirements with or without a specialization is 4.5 to 5.5 years.
- A listing of acceptable CIMHS courses and electives is available in the university catalog and online Master Index. Students may also choose electives from other academic departments.
- The PhD MBM degree does not qualify graduates for medical licensure.
- Courses marked with an asterisk require prerequisites.

## Ph.D. Mind-Body Medicine, Specialization in Integrative and Functional Nutrition

The Specialization 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, while studying Mind Body Medicine. The specialization is a 15-credit program, including one required course, IFN 5670 Foundations of Integrative and Functional Nutrition, and four additional academic courses of the students' choice. Please note that some courses require pre-requisites, check the course catalog to determine if prerequisites are required.

Additionally, students in the MBM Program that enroll in the IFN Specialization may be eligible to sit for the Certified Nutrition Specialist (CNS) exam. The Board for Certification of Nutrition Specialists (BCNS) requires a graduate degree in the field of nutrition or other healthcare related profession from a regionally accredited university. Students must complete specific coursework and accrue 1,000 hours of supervised experience; consult with the specialization coordinator to select the appropriate courses.

The BCNS reviews each candidate individually, including current course descriptions, transcripts and experience to determine eligibility. To learn more about becoming a CNS and to determine if your academic preparation meets the requirements, see [www.theana.org](http://www.theana.org) and work with the specialization coordinator.

## Specialization Requirements - 15 credits

- IFN 5670 - Foundations of Integrative and Functional Nutrition 3 credit(s)

Choose 4 courses from the list below:

- IFN 5900 - Integrative Approaches to Chronic Disease 3 credit(s)
- IFN 8100 - Independent Study in Nutrition 1 - 4 credit(s)
- IFN 5688 - Advanced Nutritional Biochemistry--Macronutrients 3 credit(s)
- IFN 5689 - Advanced Nutritional Biochemistry--Micronutrients 3 credit(s)
- IFN 5694 - Nutrition-Focused Physical Exam 3 credit(s)
- IFN 5705 - Psychobiology of Eating 3 credit(s)
- IFN 5673 - Integrative Approaches to the Digestive System 3 credit(s)
- IFN 5676 - Dietary Supplements and Herbal Medicine 3 credit(s)
- IFN 5681 - Systems Biology I 3 credit(s)
- IFN 5682 - Systems Biology II 3 credit(s)
- IFN 5520 - Nutritional Science 3 credit(s)
- IFN 5611 - Therapeutic Diets and Menu Planning 3 credit(s)
- IFN 5660 - Methods in Nutrition Research 3 credit(s)
- IFN 5661 - Nutritional Foundations of Mental Health 3 credit(s)
- IFN 5663 - Sports and Exercise Nutrition 3 credit(s)

## Ph.D. Mind-Body Medicine, Specialization in Integrative Mental Health

The Integrative Mental Health specialization is oriented for licensed mental health practitioners, and individuals who have a licensable mental health degree. Eligible disciplines include psychology, psychiatry, social work, counseling, psychiatric nursing, and expressive arts therapy (when licensable). Students in the IMH specialization learn a core of evidence-based behavioral, nutritional, and spiritual/transpersonal interventions.

Practicing within the scope of their professional license, graduates will be prepared to provide integrative medicine interventions for individuals suffering from acute and chronic mental health disorders.

## Specialization Requirements - 15 credits

- MBM 5666 - Mind-Body Spirit Applications in Psychotherapy 3 credit(s) (2-day RC) \*
- APH 5351 - Clinical Psychopharmacology 3 credit(s)
- MBM 5524 - Contemporary Neuroscience-Psychology and the Brain 3 credit(s)
- MBM 5635 - Spirituality and Health 3 credit(s)

OR:

- MBM 5655 - Mindfulness, Meditation, and Health 3 credit(s) (2-day RC)
- MBM 5668 - Body-Oriented Approaches to Psychotherapy 3 credit(s) (2-day RC)

## Notes

- The average time to complete the 75-78 degree requirements with or without a specialization is 4.5 to 5.5 years.
- A listing of acceptable CIMHS courses and electives is available in the university catalog and online Master Index. Students may also choose electives from other academic departments.
- The PhD MBM degree does not qualify graduates for medical licensure.
- Courses marked with an asterisk require prerequisites.

## Ph.D. Mind-Body Medicine, Specialization in Integrative Wellness Coaching

Integrative wellness coaching (IWC) is a solution-focused, holistic, and sustainable approach to wellness that forms an intersection between lifestyle, health needs, and personal transformation. IWC is quickly becoming recognized as an essential component of holistic health and wellness services, education, and research.

The specialization in Integrative Wellness Coaching includes 15 credits of coursework designed around the fundamental coaching competencies and skills recognized by professional credentialing organizations. Drawing from current research in professional coaching, lifestyle medicine, positive psychology, and mind-body interventions, students enrolled in the IWC program learn how to apply evidence-based, best practice approaches to support wellbeing in others.

By completing the required coursework in this specialization, students also complete the Certificate in Integrative Wellness Coaching. This certificate is approved by the International Coach Federation (ICF) for 88 hours of coach training and is also an Approved Training Program by the National Board for Health and Wellness Coaching (NBHWC).

Saybrook's IWC Certificate program is specifically geared toward individuals who do not currently hold an ICF or NBHWC credential.

## Specialization Requirements - 15 credits

- COA 5700 - Foundations of Lifestyle Medicine 3 credit(s)
- COA 5628 - Evidence-Based Coaching 3 credit(s) (2-day RC)
- COA 5707 - Positive Psychology Applications 3 credit(s)
- COA 5632 - Intermediate Coaching 3 credit(s) \*
- COA 5593 - Advanced Coaching 3 credit(s) \*

## Notes

- The average time to complete the 75-78 degree requirements with or without a specialization is 4.5 to 5.5 years.



- A listing of acceptable CIMHS courses and electives is available in the university catalog and online Master Index. Students may also choose electives from other academic departments.
- The PhD MBM degree does not qualify graduates for medical licensure.
- Courses marked with an asterisk require prerequisites.

## **Ph.D. Mind-Body Medicine, Specialization in Mindful Leadership in Healthcare**

Concepts of mindfulness and compassion-based leadership have gained commercial and institutional popularity, but there are limited evidence-based educational programs that focus on foundational models and related skills and approaches.

The specialization in Mindful Leadership in Healthcare includes 15 credits of coursework that includes reflective, mindfulness, and compassion-based approaches to leadership in healthcare. Students will also acquire and master practical skills including grant writing and consulting.

### **Specialization Requirements - 15 credits**

- MBM 5521 - Reflective Leadership in Healthcare 3 credit(s)
- MBM 5523 - Theories & Applications of Mindful Leadership 3 credit(s) (2-day RC)
- MBM 5655 - Mindfulness, Meditation, and Health 3 credit(s) (2-day RC)
- MBM 5525 - Grant Writing 3 credit(s)
- MBM 5569 - Consulting Skills 3 credit(s)

### **Notes**

- The average time to complete the 75-78 degree requirements with or without a specialization is 4.5 to 5.5 years.
- A listing of acceptable CIMHS courses and electives is available in the university catalog and online Master Index. Students may also choose electives from other academic departments.
- The PhD MBM degree does not qualify graduates for medical licensure.

## **Ph.D. Psychology**

**Department Chair:** Israel Espinosa, Psy.D.

The Ph.D. in Psychology degree program in the Humanistic Psychology department offers mature students a foundation of scholarship based in the tradition of existential, humanistic, and transpersonal psychology. The Ph.D. degree program offers graduate education that helps students expand their outlook beyond the confines of a discrete discipline.

Students may customize their electives in the 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 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 follow their program plan and select general elective courses from a wide range of options, developing further areas of knowledge, skill, and expertise to expand the scope of future opportunities and endeavors in professional life. Requirement courses are integral in the successful understanding and conceptualization of the program; no more than one substitution can be made in program plans. This program is **not** a clinical psychology program, nor is it designed to prepare students for future professional licensure. Students interested in a clinical psychology program should consider admission to the HCP Clinical Psychology degree program.

## Program Learning Outcomes

**Through its pedagogy grounded in Humanistic thought, Saybrook Ph.D. in Psychology Program has the following Program Goals and Program Learning Outcomes/Competencies:**

**Goal 1: Engage self and others in collaborative efforts to promote life-enhancing change, conscious awareness, and authentic and responsible living, individually and collectively.**

1.1 Articulate and apply theoretical foundations, principles, and practices of humanistic and transpersonal traditions that promote life-enhancing change, conscious awareness, and authentic and responsible living.

1.2 Formulate and initiate integrative approaches that honor the whole-person, biopsychosocial-spiritual perspectives and go beyond disciplinary and paradigmatic boundaries.

1.3 Interpret and hold multiple ideas, perspectives, and approaches.

1.4 Examine and cultivate states of consciousness and conscious awareness (present in such practices as mindfulness, meditation, contemplation, and the like) that promote self-reflection, self-knowledge, self-realization, authentic and responsible living, and wholeness.

**Goal 2: Develop scholars-practitioners who (a) use the depth and the breadth of scientific psychology, its history of thought and development, and its methodology in scholarship, practice, and education; (b) are engaged in reflective self-assessment and in reflective practice; and (c) use ethical reasoning, analytical skills, and quality assurance to contribute to the profession through scholarship, research, practice, and responsible action.**

2.1 Identify and apply the central theories, research, and issues in the advancement of humanistic and transpersonal traditions in scholarship, research, practice, education, and responsible action.

2.1.1 Display breadth of inquiry and depth of analysis in humanistically and transpersonally informed research, practice, and education.

2.1.2 Integrate evidence-based research literature in professional practice.

2.1.3 Analyze and critique mainstream, humanistic, and transpersonal psychologies from multiple, interdisciplinary perspectives.

2.1.4 Differentiate themselves as self-reflective scholars-practitioners as they engage in reflective practices and integrate humanistic values.

2.1.5 Generate graduate-level writing, professional publications, and professional presentations that advance the discipline, strengthen the community of scholars, and promote evidence-based knowledge and various ways of knowing.

**2.3 Evaluate and use the methods of the discipline (methodology).**

2.3.1 Evaluate various methods of the discipline and apply analytical skills and humanistically-informed approaches to examining, interpreting, and communicating findings.

2.3.2 Question assumptions of knowledge and examine individual and collective biases.

2.3.3 Use primary sources and evidence-based and professional literature to support assertions.

2.3.4 Utilize a variety of qualitative, as well as quantitative methods in research, scholarship, practice, and education.

2.3.5 Adhere to American Psychological Association style in academic writing.

2.3.6 Engage in systematic efforts to increase the knowledge base of psychology through original research and communicate research results accurately and effectively.

2.3.7 Use methodologies appropriate to the research questions, settings, contexts, and communities.

2.3.8 Identify and/or use qualitative and/or quantitative methods for evaluating the effectiveness of professional activities.

2.3.9 Use ethical reasoning, analytical skills, and synthesis to make independent and collaborative contributions to the field of psychology.

**2.4 Consistently assess one's own (a) strengths, limitations, motivations, attitudes, assumptions, behaviors, thought processes, and their effect on others and (b) professional competencies and limits of skills and specialized professional practice.**

2.4.1 Show awareness of one's inner emotional experiences and of biopsychosocial- spiritual experiential markers and/or considerations.

2.4.2 Develop an awareness of self as change agent and leader, through fostering inclusive, collaborative, and authentic relationships.

2.4.3 Systematically review one's personal and professional development, competencies, and performance.

2.4.4 Attend to areas requiring further growth and display a commitment to continuous personal and professional growth and development.

2.4.5 Display an awareness of incongruence between self-assessment and other's feedback and seeks to resolve incongruence.

2.4.6 Display understanding that knowledge goes beyond formal training and a commitment to life-long learning.

2.4.7 Display awareness of when to consider referral and a commitment to practicing within one's competence.

**2.5 Adhere to APA's Ethics Code and Principles and ethical decision-making.**

2.5.1 Adhere to APA's Ethics Code and Principles, state and federal laws pertaining to professional practice in the field of psychology, and ethical decision-making models.

2.5.2 Integrate applicable ethical concepts in research design and in professional practice, publications, presentations, and education.

2.5.3 Display and cultivate the commitment to ethical practice as evidenced by the ability to revise judgments and change behavior in light on new evidence.

2.5.4 Practice appropriate boundary management and develop strategies to seek consultation about complex ethical and legal dilemmas.

**2.6 Develop supervision, consultation, and quality improvement skills.**

2.6.1 Display knowledge of purpose, roles, and goals of consultation and supervision.

2.6.2 Develop consultative skills, leadership qualities, and strategies for facilitating adaptive and sustainable organizational change, which support the intrinsic value and holistic nature of the individual and organization.

**2.7 Develop a professional identity as a professional grounded in the Humanistic tradition.**

2.7.1 Display and integrate knowledge of the profession (training model, core competencies, issue central to the field).

2.7.2 Work within an expanded geopolitical, temporal, and socio-environmental context, integrating core humanistic values.

2.7.3 Examine how effectiveness as a change agent or as a leader is influenced by individual development and its relationship with organizational culture and systems.

2.7.4 Experience, support, and display intra-and interpersonal authenticity and compassion.

**Goal 3: Develop the attitudes and abilities essential for critical and creative thinking, for innovation, and for using scholarship to inform practice and practice to inform scholarship.**

**3.1 Activate intellectual curiosity and flexibility, as well as an openness to new ideas. Think beyond disciplinary boundaries and integrate diverse experiences and perspectives that result in creative solutions to contemporary issues.**

3.1.1 Awaken creative potential in the midst of complexity, ambiguity, and uncertainty.

3.1.2 Generate active problem-solving, innovation, and creativity that moves beyond disciplinary and conceptual boundaries.

3.1.3 Identify, apply, and evaluate creative, interdisciplinary solutions to diverse challenges in research, practice, and education.

3.1.4 Generate creative inquiry that leads to deliberate and spontaneous creative action.

3.1.5 Design and utilize art-based inquiry and research to explore contemporary issues.

3.1.6 Explore and use self-reflection and seek feedback for the purposes of self-actualized creativity.

**3.2 Critically analyze and critique psychological literature.**

3.2.1 Analyze, synthesize, and evaluate scholarly literature.

3.2.2 Critically examine popularized psychological literature.

**Goal 4: Develop the ability to recognize, respect, and accommodate various individual and cultural differences in all aspects of professional work.**

**4.1 Integrate effective communication across cultures and cultural sensitivity in working within expanded geopolitical, temporal, and socio-environmental contexts.**

4.1.1 Examine how cultural diversity factors underlie theory, research, practice, and education in humanistic and transpersonal psychologies.

4.1.2 Invite, value, and integrate individual and cultural diversity issues and viewpoints into one's scholarly work, practice, and responsible action.

4.1.3 Communicate effectively across cultures in professional, verbal and written formats, displaying and cultivate cultural sensitivity when working with and/or relating to individuals, groups, and/or organization.

4.1.4 Systematically evaluate one's professional behavior in a culturally-sensitive manner and modify it, as appropriate to the needs of the client, in a manner that improves client/research participant outcomes and avoids harm.

#### **4.2 Use professional guidelines in research and practice with diverse populations.**

4.2.1 Initiate and support diversity in all aspects of professional work.

4.2.2 Initiate, and support consideration of developmental processes and factors in all aspects of professional work.

#### **4.3 Recognize how one's own perspectives can bias and limit one's ability to work with individuals who hold other viewpoints.**

4.3.1 Analyze and formulate how one's perspectives and ethnic group values influence who one is and how one relates to other people.

### **Goal 5: Display self-awareness in relationships and a commitment to an empathic, compassionate dialogue that is constructivist, collaborative, authentic, and caring.**

#### **5.1 Analyze and evaluate one's relationships and personal growth from a humanistic perspective.**

5.1.1 Create a personal statement of humanistically-informed professional goals, examining how one's personal qualities pertain to these goals.

5.1.2 Formulate one's own and other's spiritual connections (to life, to nature, to others, to a sense of the ultimate) and honor those spiritual connections in working with others.

5.1.3 Integrate principles of humanistic psychology into personal and professional domains.

5.1.4 Display appreciation of supportive humanistic and transpersonal qualities and strengths, such as altruism, empathy, optimism, compassion, mindfulness, acceptance, inclusiveness, and courage.

#### **5.2 Create and cultivate an environment that promotes self-healing.**

5.2.1 View the client as an agent who is able to initiate action, make choices, set goals, and chart life courses.

5.2.2 Display respect for the perceptions, feelings, experiences, values, desires, and self-healing capacity of the person.

5.2.3 Display and integrate facilitative conditions such as empathy, congruence, warmth, and acceptance, verbally and non-verbally.

5.2.4 Attend to the person as he or she defines himself or herself.

5.2.5 Display and support effective working alliance with clients.

5.2.6 Initiate appropriate disclosures regarding problematic interpersonal situations.

#### **5.3 Contribute to a facilitative learning environment.**

5.3.1 Work collaboratively to form and maintain productive and respectful relationships with clients, colleagues, supervisors, and professionals from other disciplines.

5.3.2 Contribute to classes regularly and constructively.

### **Hybrid Online Learning Model**

The PhD Psychology degree program combines online learning with periodic in-person residential conferences.

## **Residential Orientation (RO)**

All new students in the Ph.D. in Psychology degree program begin their studies with our one-time, two-day Residential Orientation (RO). Typically, 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 and the opportunities of distance and peer learning are also discussed during this time. At the RO, students:

- Consult with the Psychology Department Chair and the Psychology Faculty Academic Advisor to organize their degree plan and 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 (RC)**

Starting with Fall 2021-2022 academic year, all Psychology students will be required to attend only Fall 5-day RC each academic year. 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: they allow you to meet with faculty and co-learners in a stimulating and supportive face-to-face environment. Our RCs are an important part of your learning experience as they nurture intellectual and relational creativity, enrich the educational environment, and foster faculty and peer interactions. There are courses being launched, workshops, independent learning activities, peer learning opportunities, community events, 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 end of the last day of each required conference. It is imperative that students plan accordingly. Any potential exceptions must be approved by the Psychology Department Chair prior to the conference.

Doctoral-level students attend Residential Conferences until they have successfully passed Essays Orals.

No academic credit is given for attendance at the 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 Psychology Department Chair, 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. Students will need to review their program plans to confirm that the 1 credit Independent Study can be applied toward their degree requirements.

## **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 date is when the student would normally not be required to attend RCs. In such cases, the student needs to notify the Psychology Department Chair prior to the missed conference and request an approval. Refer to the Student Refund Policy for additional information.

## **Residential Conference Substitution Process**

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 fewer than 30 days before the RC to be substituted.

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 Psychology Department Chair, 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 Psychology Department Chair. Transfer course credits do not affect the minimum number of credits required for the degree.

Transfer credit to be applied toward required electives:

- Ph.D. in 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 seven years.\*

\*Exception to the amount of transfer credits may be made when students complete the M.A. Psychology program within Saybrook (with specialization (CSIH, Creativity Studies, and EHP) and without specialization) within the last one year.

### **Degree Completion Time**

The degree completion time for a full-time student enrolled in the Ph.D. in Psychology program following the default course sequence will range from 5 - 6 years. Any breaks in enrollment and/or reduced 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 Department Chair 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. For those wanting to change their specialization, the new Specialization Coordinator will review the student's objectives for acceptance, and the Psychology Department Chair will review to approve the change. In all cases, where possible, current Saybrook-completed courses will be considered for application toward the new degree program and/or specialization. Students who change degree programs will have their transfer credit evaluated again by the Department Chair of the new program. Transfer credit awarded is not guaranteed to apply to the new program.

### **Ph.D. Research Requirement**

The Ph.D. degree program in Psychology requires a sequence of research courses designed to achieve research program learning outcomes. The University research program learning outcomes coincide with program learning outcomes and are related to the skills and knowledge needed to be successful doing research for the dissertation. The research sequence begins with three foundational courses:

- RES 2100: Research Foundations and Literacy 3 credit(s)
- RES 2300: Qualitative Data Collection and Analysis 3 credit(s)
- RES 2500: Quantitative Data Collection and Statistics 3 credit(s)

The sequence continues with two advanced research courses:

- RES 3500: Research Design and Scholarly Writing 3 credit(s)

- RES 30xx-31xx - Advanced Research Methods (Select one course, see course descriptions RES 3000-3400) 3 credit(s)

When students reach the essay stage, students may consult with their dissertation committee, Department Chair, Psychology Faculty Academic Advisor, as well as with the Director of Research about taking a research essay, RES 6900: Dissertation Preparation, in lieu of one of the program essays in order to further support student preparedness for dissertation research.

The research sequence concludes with a 2-course dissertation research sequence, which is led by a 3-member dissertation committee comprised by program and research faculty:

- RES 7000: Dissertation Proposal
- RES 7100: Dissertation

Progress from RES 7000 to RES 7100 occurs when the student's dissertation research proposal is successfully defended orally to the student's dissertation committee. The dissertation is also presented orally for dissertation committee approval to complete RES 7100.

#### **Ph.D. Psychology with Specialization:**

Any student enrolled in the Ph.D. degree program in Psychology may opt to declare one of the Specializations offered through the HP department. Specializations are available to students at both the Master and Doctoral levels; they include:

- Consciousness, Spirituality, and Integrative Health (CSIH)
- Creativity Studies (CS)
- Existential and Humanistic Psychology (EHP)
- Psychophysiology (PH)

#### **Requirements:**

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

**Specialization Coordinator: Israel Espinosa, Psy.D.**

**Psychology Faculty Academic Advisor: Vasiliki Georgoulas-Sherry, Ph.D.**

**Department Chair: Dr. Israel Espinosa, Psy. D.**

**Research Course Sequence (taken in order):**

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)
- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course, see course descriptions RES 3000-3400) 3 credit(s)



- RES 3500 - Research Design and Scholarly Writing 3 credit(s)

### Core Psychology Courses:

- PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I 3 credit(s)
- PSY 1500B - Foundations and Critique of Contemporary Psychology - Part II 3 credit(s)

### Core Ethics Course (select 1 of the following courses):

- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)
- CSH 4070 - Ethics, Spirit, and Health Care 3 credit(s)

### Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- CSH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)

### Psychology Specialization Courses:

Choice of:

- CSH 3000 - Psychology of Consciousness 3 credit(s)
- OR**
- CSH 3200 - Seminar in Consciousness, Spirituality, and Integrative Health 3 credit(s)

Choice of:

- CS 7067 - Creativity at Work 3 credit(s)
- OR**
- CS 4500 - Dimensions of Creativity 3 credit(s)

Choice of:

- EHP 1080 - History and Systems of Psychology 3 credit(s)
- OR**
- EHP 2000 - Foundations of Existential and Humanistic Psychology 3 credit(s)

Choice of:

- EHP 3080 - C. G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology 3 credit(s)
- OR**
- APH 5051 - Fundamentals of Psychophysiology 3 credit(s)

### CS, CSH, or EHP Specialization Electives: 3 Credit(s)

### Other Electives: 12 Credit(s)

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

### Upon completion of all required courses:

- PSY 9020 - PSY Qualifying Essay 1: Literature Review 3 credit(s)
- PSY 9030 - PSY Qualifying Essay 2: Literature Review 3 credit(s)
- RES 6900 - Dissertation Preparation 3 credit(s)  
(optional course that can be taken in lieu of PSY 9030)

### Upon completion of Essays Candidacy and Orals Defense:

- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

**Total: 66 Credits \*\***

\*\*Dissertation to be completed in a minimum of two semesters. 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.

## **Ph.D. Psychology, Consciousness, Spirituality, and Integrative Health (CSIH) Specialization**

**Specialization Coordinator:** Marina A. Smirnova, Ph.D.

**Psychology Faculty Academic Advisor:** Vasiliki Georgoulas-Sherry, Ph.D.

**Department Chair:** Israel Espinosa, Psy.D.

Students in the Department of Humanistic 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 CSIH Specialization is not required to earn the degree, it will be listed on the transcript if students formally declare CSIH Specialization and complete its requirements. Because CSIH Specialization requirements are subject to change, each student's CSIH Specialization requirements are established at the time when they formally declare CSIH Specialization.

The CSIH Specialization takes an interdisciplinary and integrative (psyche, mind, body, and spirit) approach to understanding individual, cultural, transcultural, and transpersonal perspectives on consciousness evolution, biopsychosocial-spiritual and cultural transformation, spirituality, healthful and vibrant longevity, individuation, healing, wholeness, and wellness. We believe that well-being, vitality, and health need to embrace all dimensions of human life. The integrated study of consciousness, spirituality, and integrative health offers ways of understanding people's internal and external growth, worlds, and lives as accessible through such pathways as consciousness studies, the world's spiritual and wisdom, traditions, and healing arts, depth psychology, transpersonal psychology, energy medicine, healthspan and vibrant longevity, spiritual creativity, self-regulation and self-healing, hypnosis, imagery and the imaginal, the arts, dreamwork, and contemplative practices. In this context, students who wish are certainly able to focus their work on transpersonal psychology, transpersonal inquiry, and transpersonal practices.

The study of consciousness, psychology of consciousness, and consciousness evolution offers students a unique opportunity to explore various aspects of consciousness through approaches ranging from ethnography, autoethnography, and historiography to phenomenological, heuristic and Heuristic Self-Search Inquiry, hermeneutic, and art-based explorations of work and community life, interpersonal relationships, spiritual beliefs and practices, extended healthspan, healthful and vibrant longevity, culture, and social action. Given the diverse array of course offerings, in consultation with Dr. Vasiliki Georgoulas-Sherry, our Psychology Faculty Academic Advisor, students are able to incorporate in their program plans courses that support their individual scholar-practitioner calling, interests, and career goals. The study of spirituality supports students who want to pursue work in areas such as pastoral care, spiritual guidance, spiritual mentoring, and life coaching or who want to integrate understanding of the spiritual dimension of human life into another profession or field. 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 interdisciplinary and integrative approaches to health, healing, healthspan, healthful and vibrant longevity, and well-being that have not necessarily been regarded as standard within mainstream medical and psychological care, including spiritual wisdom, esoteric, mystical, and Earth-honoring traditions and practices of the world. Additional alternative health perspectives, approaches, and practices relevant to psychological, psychospiritual, and physical health and vitality that are studied include meditation, mindfulness, prayer, contemplation, psychomythology, energy medicine, healthspan and vibrant longevity, hospice work and chaplaincy, guided imagery, clinical hypnosis, Holotropic Breathwork, dreamwork, biofeedback, Enneagram, the arts, and indigenous healing. Students may also explore spirituality and consciousness, including their role in physical and psychological health, personal and professional relationships, organizational functioning, culture, 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 research, scholar-practitioner writing, health care, healthspan, innovation and longevity studies, peace work, pastoral care, spiritual counseling, conflict resolution, education, consulting, coaching, mentoring, and/or organizational work.

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

The course requirements listed below are for students enrolled in the Psychology degree program.

The charts below will show you the basic academic requirements for a Ph.D. Degree in Psychology with Consciousness, Spirituality, and Integrative Health (CSIH) Specialization.

### Research Course Sequence (taken in order):

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)
- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course, see course descriptions RES 3000-3400) 3 credit(s)

### Core Psychology Courses:

- PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I 3 credit(s)

- PSY 1500B - Foundations and Critique of Contemporary Psychology - Part II 3 credit(s)

### Core Ethics Course (select 1 of the following courses):

- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)
- CSH 4070 - Ethics, Spirit, and Health Care 3 credit(s)

### Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- CSH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)

### Core CSH Specialization Courses:

- CSH 3200 - Seminar in Consciousness, Spirituality, and Integrative Health 3 credit(s)
- CSH 5000 - Interdisciplinary Foundations for Vibrant Longevity, Part 1 3 credit(s)
- Students can take the same CSH 5000 course with EHP/CS/PSY/MBM prefix

### One of the following courses (or another course approved by the CSH Specialization Coordinator)

- CSH 3000 - Psychology of Consciousness 3 credit(s)
- EHP 3080 - C. G. Jung: His Life, Work, and Contemporary Perspectives in Analytical Psychology 3 credit(s)
- CSH 3205 - Spiritual Direction 3 credit(s)
- CSH 5681 - Psychophysiology of the Human Stress Response 3 credit(s)
- CSH 4050 - Integrative Health Psychology 3 credit(s)
- CSH 4520 - Art and Healing 3 credit(s)
- CSH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- CSH 3240 - Advanced Topics in CSH and CS 3 credit(s)

### CSH Specialization Electives (any course with CSH prefix): 6 Credits

### Other Electives: 12 Credits

### Upon completion of all required courses:

- PSY 9020 - PSY Qualifying Essay 1: Literature Review 3 credit(s)
- PSY 9030 - PSY Qualifying Essay 2: Literature Review 3 credit(s)
- RES 6900 - Dissertation Preparation 3 credit(s)  
(optional course that can be taken in lieu of PSY 9030)

## Upon completion of Essays Candidacy and Orals Defense:

- RES 7100 - Dissertation 3 credit(s)
- RES 7000 - Dissertation Proposal 3 credit(s)

**Total: 66 Credits \*\***

\*\* Dissertation to be completed in a minimum of two semesters. 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.

## Consciousness, Spirituality, and Integrative Health (CSIH) Specialization Course List:

- CSIH 3000 - Psychology of Consciousness 3 credit(s)
- CSIH 3040 - Models of Consciousness 3 credit(s)
- CSIH 3150 - Neuropsychology of Dreams and Dreaming 3 credit(s)
- CSIH 3160 - Personal Mythology and Dreamwork 3 credit(s)
- CSIH 3165 - Understanding and Appreciating Dreams 3 credit(s)
- CSIH 3200 - Seminar in Consciousness, Spirituality, and Integrative Health 3 credit(s)
- CSIH 3205 - Spiritual Direction 3 credit(s)
- CSIH 3230 - Special Topics in Spiritual Direction 3 credit(s)
- CSIH 3240 - Advanced Topics in CSIH and CS 3 credit(s)
- CSIH 5569 - Consulting Skills 3 credit(s)
- CSIH 5681 - Psychophysiology of the Human Stress Response 3 credit(s)
- CSIH 4045 - The Buddhist Path of Healing 3 credit(s)
- CSIH 4050 - Integrative Health Psychology 3 credit(s)
- CSIH 4070 - Ethics, Spirit, and Health Care 3 credit(s)
- CSIH 4520 - Art and Healing 3 credit(s)
- CSIH 5000 - Interdisciplinary Foundations for Vibrant Longevity, Part 1 3 credit(s)
- CSIH 5620 - Basic Training and Education in Hypnosis 3 credit(s)
- CSIH 5625 - Intermediate Training and Education in Hypnosis 3 credit(s)
- CSIH 5594 - Advanced Hypnosis Practicum 3 credit(s)
- CSIH 5622 - Basic Training and Education in Biofeedback 3 credit(s)
- CSIH 5628 - Evidence-Based Coaching 3 credit(s)
- CSIH 5510 - Imagery for Health 3 credit(s)
- CSIH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- CSIH 5635 - Spirituality and Health 3 credit(s)
- CSIH 5645 - The Human Energy Field and Energy Medicine 3 credit(s)
- CSIH 5655 - Mindfulness, Meditation, and Health 3 credit(s)
- CSIH 5700 - Foundations of Lifestyle Medicine 3 credit(s)
- CSIH 6560 - Approaches to Socially Engaged Spirituality 3 credit(s)
- CSIH 8151 - CSIH Capstone Project 3 credit(s)
- CSIH 8950 - Certificate Integrative Seminar 1 credit(s)

# **Ph.D. Psychology, Existential and Humanistic Psychology Specialization**

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

Specialization Coordinator: Drake Spaeth, Psy.D.

Psychology Faculty Academic Advisor: Vasiliki Georgoulas-Sherry, Ph.D.

Department Chair: Israel Espinosa, Psy.D.

The Existential and Humanistic Psychology (EHP) Specialization is rooted in a holistic conception of what it means to be a person within the frameworks of humanistic psychology, existential 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 and humanistic scholars on its faculty, while producing the next generation of leaders. Though specialization does not prepare you for licensing as a psychologist, there are master level licensed professionals who are interested in acquiring a Ph.D. in Psychology and deepening their understanding of Existential and Humanistic practices.

The EHP 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 and humanistic psychology as well as contemporary directions in these fields. Many of the faculty in this specialization are established leaders in the existential and humanistic psychology fields.

From a practice/application standpoint, applications of the EHP 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 EHP 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 and humanistic principles in practice and research is encouraged and are viewed as an essential aspect of serving the highest and best interests of humanity.

## **Requirements:**

### **Research Course Sequence (taken in order):**

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)

- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course, see course descriptions RES 3000-3400) 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)

### Core Psychology Courses:

- PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I 3 credit(s)
- PSY 1500B - Foundations and Critique of Contemporary Psychology - Part II 3 credit(s)

### Core Ethics Course (select 1 of the following courses):

- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)
- CSH 4070 - Ethics, Spirit, and Health Care 3 credit(s)

### Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- CSH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)

### Core EHP Specialization Courses:

One of the following courses:

- EHP 1080 - History and Systems of Psychology 3 credit(s)
  - EHP 2000 - Foundations of Existential and Humanistic Psychology 3 credit(s)
- And
- EHP 4530 - Psychology, Religion, and Spirituality in their Cultural Contexts 3 credit(s)

### One of the following courses (or another course approved by the EHP Specialization Coordinator)

- EHP 2040 - Existential Psychotherapies 3 credit(s)
- EHP 3500 - Humanistic Psychology and Psychotherapy 3 credit(s)
- EHP 3510 - Transpersonal Psychology and Psychotherapy 3 credit(s)
- EHP 6150 - Existential Psychotherapies II: Rollo May and the Existential Tradition 3 credit(s)
- EHP 1080 - History and Systems of Psychology 3 credit(s)

### EHP Specialization Electives (any course with EHP prefix): 6 credit(s)

### Other Electives: 12 credit(s)

### Upon completion of all required courses:

- PSY 9020 - PSY Qualifying Essay 1: Literature Review 3 credit(s)

- PSY 9030 - PSY Qualifying Essay 2: Literature Review 3 credit(s)
- RES 6900 - Dissertation Preparation 3 credit(s) (can be taken in lieu of PSY 9030 if desired)

## Upon completion of Essays Candidacy and Orals Defense:

- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

**Total: 66 Credits \*\***

\*\* Dissertation to be completed in a minimum of two semesters. 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.

## Ph.D. Psychology, Psychophysiology Specialization

**Specialization Coordinator:** Richard Sherman, Ph.D.

**Psychology Faculty Academic Advisor:** Vasiliki Georgoulas-Sherry, Ph.D.

**Department Chair:** Israel Espinosa, Psy.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 psychophysiolgists 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.

## Requirements

### Research Course Sequence (taken in order)

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)



- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course, see course descriptions RES 3000-3400)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)

## Core Psychology Degree Courses

- PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I 3 credit(s)
- PSY 1500B - Foundations and Critique of Contemporary Psychology - Part II 3 credit(s)

## Core Ethics Course (select 1 of the following courses):

- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)
- CSH 4070 - Ethics, Spirit, and Health Care 3 credit(s)

## Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- CSH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)

## Core Psychophysiology Courses:

- APH 5051 - Fundamentals of Psychophysiology 3 credit(s)
- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s)
- APH 5101 - Psychophysiological Recording, Assessment, and Interventions 3 credit(s)
- APH 5620 - Basic Training and Education in Hypnosis 3 credit(s)

## One of the following courses (or another course approved by the APH Specialization Coordinator):

- APH 5221 - Stimulation Technologies 3 credit(s) (No RC)
- APH 5451 - Optimal Functioning: Psychophysiological Applications in the Community, School, Sports, and Workplace 3 credit(s) (RC)
- APH 5571 - Heart Rate Variability Biofeedback 3 credit(s) (RC)
- APH 5271 - EEG Biofeedback: Assessment and Intervention 3 credit(s) (RC)
- APH 5201 - Principles and Theories of Stress Management 3 credit(s) (1-day RC)

## Other Electives: 12 Credit(s)

## Upon completion of all required courses:

- PSY 9020 - PSY Qualifying Essay 1: Literature Review 3 credit(s)
- PSY 9030 - PSY Qualifying Essay 2: Literature Review 3 credit(s)

- RES 6900 - Dissertation Preparation 3 credit(s)

## Upon completion of Essays Candidacy and Orals Defense:

- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

## **Ph.D. Psychology, Specialization in Creativity Studies**

Specialization Coordinator: Robert Cleve, Ph.D.

Psychology Faculty Academic Advisor: Vasiliki Georgoulas-Sherry, Ph.D.

Department Chair: Israel Espinosa, Psy.D.

The Creativity Studies specialization is designed for students who want to explore and learn how to accomplish in-depth research related to a particular phenomenon related to creativity and make a meaningful contribution to the field. The Department of HCP degree program encourages students to examine vital contemporary questions about the theories, process, and innovative production of creativity and investigate environments that support different types and models 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 child development and even household chores. From schools to big business, the importance of understanding and encouraging both creative and innovative/purposeful solutions has been widely researched and 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 well beyond the arts to encompass "everyday creativity," the origin 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 exploration through scholarship. General learning goals include understanding the history, research, and practical application of creativity studies. Students enrolled in this Specialization will develop specific learning goals guided by a highly experienced faculty member tuned into their specific 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 a subject matter expert in the field of creativity and a specific aspect of creativity.
- Work to engage others in efforts to promote life-enhancing change.
- Bring innovation and creative approaches 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 across multiple contexts and acknowledge your own biases and unchallenged assumptions.
- Display an awareness of strengths and challenges incorporating humanistic values, authenticity and compassion.

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

### Research Course Sequence (taken in order):

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)
- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course, see course descriptions RES 3000-3400) 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)

### Core Psychology Courses:

- PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I 3 credit(s)
- PSY 1500B - Foundations and Critique of Contemporary Psychology - Part II 3 credit(s)

### Core Ethics Course (select 1 of the following courses):

- PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research 3 credit(s)
- CSH 4070 - Ethics, Spirit, and Health Care 3 credit(s)

### Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

- PSY 6010 - The Psychology of Multiculturalism in North America 3 credit(s)
- CSH 4530 - Psychology, Religion, and Spirituality in Their Cultural Contexts 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)

### Core CS Specialization Courses:

- CS 4500 - Dimensions of Creativity 3 credit(s)
- CS 4510 - Perspectives in Creativity 3 credit(s)

### One of the following courses (or another course approved by the CS Specialization Coordinator)

- CS 3010 - Arts-Based Inquiry 3 credit(s)

- CS 4520 - Art and Healing 3 credit(s)
- CS 4525 - Poetry and Holistic Health 3 credit(s)
- CS 4526 - Creativity and Writing 3 credit(s)
- CS 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)
- CS 6606 - Introduction to Expressive Arts 3 credit(s)
- CS 7067 - Creativity at Work 3 credit(s)

## CS Specialization Electives: 6 Credit(s)

## Other Electives: 12 Credit(s)

## Upon completion of all required courses:

- PSY 9020 - PSY Qualifying Essay 1: Literature Review 3 credit(s)
- PSY 9030 - PSY Qualifying Essay 2: Literature Review 3 credit(s)
- RES 6900 - Dissertation Preparation 3 credit(s) (can be taken in lieu of PSY 9030 if desired)

## Total: 66 Credits \*\*

\*\* Dissertation to be completed in a minimum of two semesters. 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.

## Creativity Studies Specialization Course List:

- CS 3010 - Arts-Based Inquiry 3 credit(s)
- CS 4500 - Dimensions of Creativity 3 credit(s)
- CS 4510 - Perspectives in Creativity 3 credit(s)
- CS 4520 - Art and Healing 3 credit(s)
- CS 4525 - Poetry and Holistic Health 3 credit(s)
- CS 4526 - Creativity and Writing 3 credit(s)
- CS 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s)
- CS 6606 - Introduction to Expressive Arts 3 credit(s)
- CS 7067 - Creativity at Work 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)
- CS 8151 - Creativity Studies Capstone Project 3 credit(s)
- CS 8950 - Certificate Integrative Seminar 1 credit(s)

## Upon completion of Essays Candidacy and Orals Defense:

- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

## Ph.D. 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 interrelated and can best be addressed by those with a deep understanding of the connections among such issues as social inequity, 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, democracy, 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.

## 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.

## Admission Requirements

Applicants for the PhD Transformative Social Change must submit the following documents:

- Application for Admissions
- An official transcript from an accredited university demonstrating successful completion of a master's degree, with a 3.0 GPA or better;
- Professional resume or CV;
- Personal statement; and
- One Letter of recommendation

# **Degree Program Requirements**

## **Residential Orientation (RO)**

All new students in the MA and PhD in Transformative Social Change degree programs begin their studies with our one-time, two-day RO. 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.

## **RC 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).

No academic credit is given for attendance at the 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 Department Chair, register for a 1 credit independent study course (ALL 8100) following the RC. 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. Students will need to review their program plan to confirm the 1 credit Independent Study will satisfy degree requirements.

## **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 Department Chair prior to the missed conference for approval. Refer to the Student Refund Policy for additional information.

## **RC Substitution Process**

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.

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 Department Chair, 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 Department Chair. Transfer course credits do not affect the minimum number of credits required for the degree.

Transfer credit to be applied toward required electives:

- 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 seven years

## Ph.D. Research Requirement

The Ph.D. degree program in Transformative Social Change requires a sequence of research courses designed to achieve research program learning outcomes. The University research program learning outcomes coincide with program learning outcomes and are related to the skills and knowledge needed to be successful doing research for the dissertation. The research sequence begins with two required foundational courses:

- RES 2100: Research Foundations and Literacy
- RES 2300: Qualitative Data Collection and Analysis (or RES 2500: Quantitative Data Collection and Statistics with approval from Department Chair)

The sequence continues with two advanced research courses:

- RES 3500: Research Design and Scholarly Writing
- RES 3xxx - Advanced Research Methods (Select one course, see course descriptions RES 3000-3400) 3 credit(s)

When students reach the essay stage, students may consult with their dissertation committee, Department Chair, as well as the Director of Research about taking a research essay, RES 6900: Dissertation Preparation, in lieu of one of the program essays in order to further support student preparedness for dissertation research.

The research sequence concludes with a 2-course dissertation research sequence, which is led by 3-member dissertation committee comprised by program and research faculty:

- RES 7000: Dissertation Proposal
- RES 7100: Dissertation

Progress from RES 7000 to RES 7100 occurs when the student's dissertation research proposal is successfully defended orally to the student's dissertation committee. The dissertation is also presented orally for dissertation committee approval to complete RES 7100.

## Requirements:

### Research Course Sequence (taken in order):

- RES 2100 - Research Foundations and Literacy 3 credit(s)

- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)  
OR:
- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s) (with approval of department chair)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)
- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course, see course descriptions RES 3000-3400) 3 credit(s)

## Core TSC Courses:

- TSC 6400 - Ethics for Transformative Social Change: Thinking Like a Global Citizen 3 credit(s)
- TSC 6610 - Social System Transformation Theory 3 credit(s)
- TSC 6615 - Overview of Transformative Social Change Interventions 3 credit(s)
- TSC 7085 - Globalism and Power 3 credit(s)  
Or
- TSC 7116 - Global Civil Society Activism and Social Change 3 credit(s)
- TSC 6510 - Theory and Practice of Nonviolence 3 credit(s)
- TSC 9020 - TSC Qualifying Essay 1: Literature Review 3 credit(s)
- TSC 9030 - TSC Qualifying Essay 2: Literature Review 3 credit(s)  
OR
- RES 6900 - Dissertation Preparation 3 credit(s)
- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

## Transformative Social Change Electives (Choose four):

- TSC 3220 - African Diaspora: African American Cultural History & Psychology 3 credit(s)
- TSC 6500 - Ecological Psychology 3 credit(s)
- TSC 6515 - Organizing for Community Health & Well-Being 3 credit(s)
- TSC 6520 - Gender and Society 3 credit(s)
- TSC 6530 - Social Impact Media: Stories for Change 3 credit(s)
- TSC 6535 - Social Media and Theories of Social Change 3 credit(s)
- TSC 6540 - Assessing Digital Media Campaigns 3 credit(s)
- TSC 6545 - SIM Production Knowing the Tools, Distinguishing the Purpose 3 credit(s)
- TSC 6550 - Conflict Resolution Theory and Methods 3 credit(s)
- TSC 6555 - Creating Outreach Campaigns for Social Impact Media 3 credit(s)
- TSC 6560 - Approaches to Socially Engaged Spirituality 3 credit(s)
- TSC 6570 - Race, Class, and Gender 3 credit(s)
- TSC 6585 - The Human Right to Adequate Food 3 credit(s)
- TSC 6590 - Peace and Justice Studies 3 credit(s)
- TSC 6592 - Immigration and Social Justice 3 credit(s)
- TSC 6594 - Peacebuilding 3 credit(s)
- TSC 6620 - Psychology of Disability, Rehabilitation, and Empowerment 3 credit(s)
- TSC 7050 - Transformative Learning and Change 3 credit(s)
- TSC 7077 - Building Sustainability: The Global Crisis 3 credit(s)
- TSC 7079 - Building Sustainability: Present Practices in Community and Society 3 credit(s)



- TSC 7085 - Globalism and Power 3 credit(s)
- TSC 7115 - Refugee Trauma and Resiliency 3 credit(s)
- TSC 7075 - Global Governance and the Quest for a Peaceful, Just and Sustainable World 3 credit(s)

## Other Electives\*\*\*: 12 Credit(s)

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

## Total Credits: 63

\* 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.

\*\*\* May include up to 12 transfer credits completed during a graduate degree or certificate program in a related field from an accredited university within the last seven 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 TSC degree program director and will be applied toward required electives.

\*\*\*\* Dissertation to be completed in a minimum of two semesters. 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.

## MA to PhD in Transformative Social Change

While in the MA 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 MA 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 PhD degree. If the student does not continue to the doctoral program, those additional credits completed are awarded toward the MA degree. That is, admission into the doctoral program does not commence until the MA 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 MA in Transformative Social Change at Saybrook University or MA in Psychology at Saybrook University within the Transformative Social Change Specialization, and 2) are currently earning an MA 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 MA, the following program requirements apply. If more than one year elapses between finishing the MA and beginning the PhD program, the student must adhere to the standard PhD course requirements as noted above.

## Research Course Sequence (taken in order):

- RES 2100 - Research Foundations and Literacy 3 credit(s)
  - RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- OR

- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s) (with approval of Department Chair)
- RES 3xxx - Advanced Research Methods 3 credit(s) (Select one course, see course descriptions RES 3000-3400) 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)

## Core Courses:

- TSC 6500 - Ecological Psychology 3 credit(s)  
OR
- TSC 6515 - Organizing for Community Health & Well-Being 3 credit(s)
- TSC 6510 - Theory and Practice of Nonviolence 3 credit(s)  
OR
- TSC 7085 - Globalism and Power 3 credit(s)  
Or
- TSC 7116 - Global Civil Society Activism and Social Change 3 credit(s)
- TSC 9020 - TSC Qualifying Essay 1: Literature Review 3 credit(s)
- TSC 9030 - TSC Qualifying Essay 2: Literature Review 3 credit(s)  
OR
- RES 6900 - Dissertation Preparation 3 credit(s)
- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

## Transformative Social Change Electives (Choose Six):

- TSC 3220 - African Diaspora: African American Cultural History & Psychology 3 credit(s)
- TSC 6500 - Ecological Psychology 3 credit(s)
- TSC 6515 - Organizing for Community Health & Well-Being 3 credit(s)
- TSC 6510 - Theory and Practice of Nonviolence 3 credit(s)
- TSC 6520 - Gender and Society 3 credit(s)
- TSC 6530 - Social Impact Media: Stories for Change 3 credit(s)
- TSC 6535 - Social Media and Theories of Social Change 3 credit(s)
- TSC 6540 - Assessing Digital Media Campaigns 3 credit(s)
- TSC 6545 - SIM Production Knowing the Tools, Distinguishing the Purpose 3 credit(s)
- TSC 6550 - Conflict Resolution Theory and Methods 3 credit(s)
- TSC 6555 - Creating Outreach Campaigns for Social Impact Media 3 credit(s)
- TSC 6560 - Approaches to Socially Engaged Spirituality 3 credit(s)
- TSC 6570 - Race, Class, and Gender 3 credit(s)
- TSC 6585 - The Human Right to Adequate Food 3 credit(s)
- TSC 6590 - Peace and Justice Studies 3 credit(s)
- TSC 6592 - Immigration and Social Justice 3 credit(s)
- TSC 6594 - Peacebuilding 3 credit(s)
- TSC 6620 - Psychology of Disability, Rehabilitation, and Empowerment 3 credit(s)
- TSC 7075 - Global Governance and the Quest for a Peaceful, Just and Sustainable World 3 credit(s)
- TSC 7077 - Building Sustainability: The Global Crisis 3 credit(s)
- TSC 7079 - Building Sustainability: Present Practices in Community and Society 3 credit(s)
- TSC 7085 - Globalism and Power 3 credit(s)

- TSC 7115 - Refugee Trauma and Resiliency 3 credit(s)

## Other Electives\*: 9 Credit(s)

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

**Total Credits: 63**

\* Some courses may be waived if completed during the M.A. program in Transformative Social Change at Saybrook University within the past two years. If waived, credits must be substituted with Electives.

## Doctor of Psychology

### Psy.D. Clinical Psychology

**Currently not accepting new students**

The PsyD (Doctor of Psychology) in Clinical Psychology is an innovative program designed to prepare the next generation of humanistic practitioner scholars and shape the future of clinical practice. Students who participate in this program will gain the skills and knowledge needed to:

- Promote health and wholeness as practitioners.
- Pursue rigorous research as scholars.
- Effect positive change through service and leadership in their chosen clinical field.

## Program Requirements Curriculum as of 2011-12\*

### Year 1: Semester 1

PSYD 7505 Graduate Colloquium: The Evolving Professional 1 credit(s)

RES 1016 Information Competency/Library Use 1 credit(s)

PSYD 8100 Graduate Writing Workshop 0 credit(s)

PSYD 8110 Psychotherapy Proseminar: Humanistic Psychology 0 credit(s)

PSYD 8115 Actuating Common Factors in Psychotherapy 2 credit(s)

PSYD 8120 Psychopathology I 3 credit(s)

PSYD 8130 Multiculturalism for Clinical Psychology 3 credit(s)

PSYD 8240 History and Systems 3 credit(s)

**Year 1: Semester 2**

PSYD 7505 Graduate Colloquium:(continued) 0 credit(s)

PSYD 8125 Psychopathology II 3 credit(s)

PSYD 8160 Ethics in Psychotherapy & Research 3 credit(s)

PSYD 8170 Developmental Psychology 3 credit(s)

PSYD 8180 Systems of Psychotherapy 3 credit(s)

PSYD 8150 Diagnostic Assessment Lab 2 credit(s)

PSYD 8320 Group Therapy 2 credit(s)

**Year 2: Semester 1**

PSYD 7605 Graduate Colloquium: The Evolving Professional 1

RES 8200 Methods of Research and Scholarship 3

PSYD 8250 Personality Assessment 3

PSYD 8260 Cognition and Affect in Human Behavior 3

PSYD 8251 Personality Assessment Lab 2

PSYD 8310 Evidence Based Practice 2

PSYD 8220 Consulting and Supervision 1

**Year 2: Semester 2**

PSYD 7605 Graduate Colloquium (continued) 0

RES 8205 Statistics 3

PSYD 8330 Biological Bases of Behavior 3

PSYD 8230 Cognitive Assessment 3

PSYD 8231 Cognitive Assessment Lab 2

PSYD 8010 Intervention Course I 3

PSYD 8011 Intervention Course Lab I 1

**Year 3: Semester 1**

PSYD 8505 Graduate Colloquium: The Evolving Professional 1

PSYD 8300 PsyD Predoctoral Practicum I 3

PSYD 8140 Psychopharmacology 3

PSYD 8340 Social Psychology 3

PSYD 8012 Intervention Course II 3

PSYD 8013 Intervention Course Lab II 1

PSYD 9600 Comprehensive Examination 1

**Year 3: Semester 2**

PSYD 8505 Graduate Colloquium: (continued) 0

PSYD 8305 PsyD Predoctoral Practicum II 3

PSYD 8210 Psychotherapy: Spiritual and Contemplative 3

PSYD 8351 Special Topics Course I 3

PSYD 8352 Special Topics Course II 3

RES 9615 Dissertation Proposal 2

**Year 4: Semester 1**

PSYD 8353 Special Topics Course 3

RES 9630 PsyD Dissertation 6

RES 9620 Dissertation Seminar 1 Psychology and Humanistic Studies

**Year 4: Semester 2**

RES 9631 PsyD Dissertation 6

RES 9621 PsyD Dissertation Seminar 1

Total Credits 17

**Year 5: Semester 1**

PSYD 9640 PsyD Predoctoral Internship I 5

**Year 5: Semester 2**

PSYD 9641 PsyD Predoctoral Internship I 5

## **Total Program Credits 115**

\*PsyD is not accepting new students.

### Licensure

The PsyD program is not accredited by the American Psychological Association (APA). The PsyD program curriculum is designed to be consistent with APA accreditation guidelines. Requirements for licensure in the individual states usually are similar to APA accreditation guidelines. Nevertheless, specific requirements for licensure do vary from state to state and change over time. The Saybrook PsyD curriculum may not contain all of the pre-doctoral requirements for licensure in a given state. Students are responsible for determining the licensing requirements in the jurisdictions where they intend to practice, for monitoring changes in those requirements while they are completing their program, and for acquiring any additional academic or training background necessary for licensure. No graduate psychology program can guarantee licensure upon graduation, but Saybrook will provide licensing boards with official information to support graduates applications for licensure.

For more information about psychology licensure and for licensing boards contact information, visit the Association of State and Provincial Psychology Boards (<https://www.asppb.org/about/boardContact.aspx>). International students are encouraged to identify and contact their appropriate licensing body.

## **Certificate**

### **Certificate in Legal Studies**

Students who are interested in obtaining a certificate in legal studies, the following courses need to be taken:

#### **One required course:**

- SW 8205 - Foundational Legal Skills 3 credit(s)

#### **Three elective courses from the following:**

- SW 8200 - Introduction to Education Law 3 credit(s)
- SW 8201 - Family Law and Courts 3 credit(s)
- SW 8202 - Social Work and the Law 3 credit(s)
- SW 8203 - Mediation 3 credit(s)
- SW 8204 - Mental Health Law 3 credit(s)
- SW 8206 - Legal Process and Advocacy 3 credit(s)
- SW 8207 - Educational Rights and Advocacy 3 credit(s)
- SW 8208 - Special Education Law 3 credit(s)
- SW 8209 - Student Discipline and Due Process 3 credit(s)
- SW 8210 - Child Welfare Law 3 credit(s)
- SW 8211 - Domestic Violence and Elder Abuse 3 credit(s)
- SW 8212 - Juvenile Law and Juvenile Courts 3 credit(s)

## Certificate in Mindfulness Applications

The 12-credit certificate program in Mindfulness Applications is intended for practitioners, wellness professionals, and educators who want to master the emerging scholarship in mindfulness-based approaches to leadership, organizational development, and healthcare. The core curriculum of three courses is designed to provide mastery of the mindfulness literature, associated theories of leadership, and experiential components to develop practice skills. Students will also select a fourth course from alternatives in consulting, organizational systems and strategic approaches, or sustainability.

The Certificate in Mindfulness Applications provides *an option for current Saybrook students enrolled in a degree program* to advance their expertise in the growing field of mindfulness applications and leadership. Electives can be used to satisfy the required courses. The student's faculty advisor will notify the Registrar when the student completes the four (4) required courses and a certificate of completion will be processed.

After completing this certificate students will be prepared to invest mindfulness expertise to develop and implement programs in organizations and communities.

### Requirements

All three courses are required and can be taken in any order (9 credits)

- MBM 5655 - Mindfulness, Meditation, and Health 3 credit(s)
- MBM 5521 - Reflective Leadership in Healthcare 3 credit(s)
- MBM 5523 - Theories & Applications of Mindful Leadership 3 credit(s)

### Choice of one of the following courses (3 credits)

- MBM 5569 - Consulting Skills 3 credit(s)
- HM 6032 - Human Resources in Organizations 3 credit(s)
- HM 6027 - Leadership Innovations 3 credit(s)
- ORG 7040 - Organizations and Social Systems Design 3 credit(s)
- CS 7067 - Creativity at Work 3 credit(s)

Total Credits: 12

## Clinical and Applied Hypnosis Certificate

**Certificate Lead:** Eric K. Willmarth, Ph.D.

### Sponsored by: Department of Applied Psychophysiology

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 9-credit program, including a graduate colloquium, three academic

courses, and two residential conferences. The program offers one enrollment period in the fall semester. The first course begins in Fall A with coursework continuing through the end of the summer semester or until the practicum requirement is complete.

Additional ASCH requirements, including a healthcare license and supervised experience, are posted at: [www.asch.net](http://www.asch.net)

## Requirements

- APH 5594 - Advanced Hypnosis 3 credit(s)
- APH 5620 - Basic Training and Education in Hypnosis 3 credit(s)
- APH 5625 - Intermediate Training and Education in Hypnosis 3 credit(s)

Total Credits: 9

## Complex Trauma and the Healing Process Certificate

**Certificate Leads:** Portia Rawles, PhD

**Sponsored by:** Clinical Psychology and Department of Transformative Social Change

### 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.

**Learning Outcomes:** 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

## Requirements:

- PSY 3171 - Perspectives and Foundations of Traumatic Stress 3 credit(s)
  - PSY 3172 - Trauma: Mind, Body, and Spiritual Dynamics 3 credit(s)
  - PSY 3177 - Traumatic Stress within Cultures and Self 3 credit(s)
  - PSY 3179 - Traumatic Experiences in Relationships 3 credit(s)
  - TSC 7115 - Refugee Trauma and Resiliency 3 credit(s)
  - PSY 8950 - Certificate Integrative Seminar 1 credit(s)
- Other options in consultation with Certificate Lead

## Contemplative End of Life Care Certificate

The certificate in Contemplative End of Life Care provides healthcare professionals with the skills and understanding to better tend to the psychospiritual needs of the chronically ill and the dying.

Palliative and end of life care are interdependent interdisciplinary support, delivered to enhance the quality of life and symptom management of those experiencing chronic and life limiting illness, including terminal disease processes. Contemplative end of life care focuses on the spiritual aspects of existential pain and suffering, it is a holistic approach to providing psychosocial support, comfort, and care given during the time leading up to and surrounding death.

The certificate program in Contemplative End of Life Care is dedicated to joining with other nationally recognized curriculums advancing innovative and revolutionary responses to promoting high quality integrative, palliative and end of life care, grounded in mind-body-spirit, person-centered approaches. The Contemplative End of Life Care certificate is designed to prepare students with the essential professional competencies for providing compassionate, skillful care that tends to the emotional, spiritual, and practical needs of individuals and their families who are living with life limiting and terminal illness.

The 12-credit certificate program is interdisciplinary and designed to appeal to students currently enrolled in a Saybrook University masters or doctoral program, who have an interest in providing palliative and end of life care and services. External students/students at large are eligible to enroll.

The curriculum is applicable to individuals working in different settings such as clinical care, coaching, administration, consulting, teaching, and research. The certificate will augment degrees in psychology, social work, integrative healthcare, chaplaincy, and hospice/palliative care volunteers. Graduates will provide direct care and education for clients with chronic conditions and those approaching end of life.

Note: This certificate does not lead to licensure. Students will gain courses and experience applicable toward certification by the Association of Death Education and Counseling (Certificate in Thanatology, Death, Dying, and Bereavement, Fellow in Thanatology, Death, Dying, and Bereavement). Some additional requirements are not included in the Saybrook courses.

## Requirements

- MBM 5516 - Contemplative Approaches to the Chronically Ill, Dying, and Their Families 3 credit(s)
- MBM 5517 - Contemplative Approaches to Grief and Loss 3 credit(s)
- MBM 5518 - Evidence-Based Skills in Contemplative End of Life Care 3 credit(s)
- MBM 5596 - Contemplative Inquiry and Creativity in the End of Life Relationship 3 credit(s)

Total Credits: 12

## Creativity Studies Certificate

**Certificate Lead:** Contact: Israel Espinosa

**Sponsored by:** Creativity Studies Specialization

### Description

A complex and fast changing world demands new and creative approaches in a wide variety of professional areas including counseling, business, coaching, education, government, health on and social transformation. Understanding the dynamics of creativity can enhance professional growth and personal well-being. 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 understand the history, research, and to apply creativity studies to the student's professional field of study. This Certificate will give students a broad understanding of creativity research and allow students and non-degree individuals to pursue specific areas of interest.

Learning Outcomes: 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!

## Requirements:

- CS 4500 - Dimensions of Creativity 3 credit(s)

- CS 4510 - Perspectives in Creativity 3 credit(s)
- CS 8151 - Creativity Studies Capstone Project 3 credit(s)
- CS 8950 - Certificate Integrative Seminar 1 credit(s)  
Choice of 2 Electives directly related to creativity
- CS 3010 - Arts-Based Inquiry 3 credit(s)
- CSIH 3160 - Personal Mythology and Dreamwork 3 credit(s)
- CS 4520 - Art and Healing 3 credit(s)
- CS 4540 - Creativity and Social Change 3 credit(s)
- CS 4525 - Poetry and Holistic Health 3 credit(s)
- CS 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s)
- CS 4526 - Creativity and Writing 3 credit(s)
- CS 6606 - Introduction to Expressive Arts 3 credit(s)
- CS 7067 - Creativity at Work 3 credit(s)

## Foundations of Existential-Humanistic Practice Certificate

**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 Outcomes: 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*

The following are required courses:

- \* EHP 2040 Existential Psychotherapies
- \* EHP 6150 Existential Psychotherapies II: Rollo May and the Existential Tradition
- \* EHP 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-night/five-day experiential courses offer a total of 48 hours of skill development training. These courses are offered sequentially beginning in the fall semester, concluding in the spring semester. Tuition for the certificate program is included in Saybrook's tuition. The only additional costs for Saybrook's students are for lodging and food at the retreat which students pay for separately through EHI. The experiential courses are held at a retreat center, the exact dates for the coming year can be found on the EHI/Saybrook Certificate Program page: <http://ehinstitute.org/ehi-saybrook-eh-psychology-therapy-certificate.html>.

## **AND**

\* 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. Information about the conference can be found on the EHI Conference page: <http://ehinstitute.org/conference.html>

\* Receive an additional 12 hours of skill development training, specifically intended for Certificate program students

## **General Biofeedback Certificate**

**Certificate Lead:** Cynthia Kerson, Ph.D.

## **Sponsored by: Department of Applied Psychophysiology**

The certificate program in Biofeedback provides an alternative for the individual who wishes to obtain a comprehensive introduction to biofeedback, 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 pursuing the certificate must document access to biofeedback instrumentation including at least three modalities. The certificate is a 9-credit program, three academic courses, and two residential conferences. The certificate program in Biofeedback offers one enrollment period in the fall semester. The first course begins in Fall A and continues through the end of the summer semester or until the practicum requirement is complete.

Additional BCIA requirements include: a course in anatomy and physiology, supervised experience, and exam. Refer to the BCIA for further details: [www.bcia.org](http://www.bcia.org).

## **Requirements**

Students pursuing the Certificate in Biofeedback or Neurofeedback may concentrate their coursework either in general biofeedback (focused on the muscles, respiration, cardiovascular system, and autonomic nervous system) or in neurofeedback (focused on re-training brain activity).

## **Courses required for students desiring to concentrate on general biofeedback**

- APH 5622 - Basic Training and Education in Biofeedback 3 credit(s) (includes a one-day residential conference laboratory)

**Choice of either**

- APH 5627 - Intermediate Biofeedback 3 credit(s) (includes a one-day residential conference laboratory)  
Or
- APH 5101 - Psychophysiological Recording, Assessment, and Interventions 3 credit(s) (includes a one-day residential conference laboratory)

**Choice of either**

- APH 5595 - Advanced Biofeedback Practicum 3 credit(s)  
Or
- APH 5571 - Heart Rate Variability Biofeedback 3 credit(s)

**Total Credits: 9**

## **Integrative and Functional Nutrition Certificate**

The Certificate 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 12-credit program, including four academic courses.

## **Admissions Requirements**

Completion of a bachelor's degree from a regionally-accredited university with GPA of 3.0 or above (on a scale of 4.0).

Applicants for the certificate in Integrative and Functional Nutrition must submit:

- Official transcripts from all undergraduate and graduate universities;
- A 250-500-word personal statement explaining their professional interest in pursuing the certificate in Integrative and Functional Nutrition;
- A current resume or CV.

## **Requirements**

**Choose 4 from the list below\***

- IFN 5520 - Nutritional Science 3 credit(s)
- IFN 5670 - Foundations of Integrative and Functional Nutrition 3 credit(s)
- IFN 5688 - Advanced Nutritional Biochemistry--Macronutrients 3 credit(s)
- IFN 5689 - Advanced Nutritional Biochemistry--Micronutrients 3 credit(s)
- IFN 5681 - Systems Biology I 3 credit(s)
- IFN 5611 - Therapeutic Diets and Menu Planning 3 credit(s)
- IFN 5673 - Integrative Approaches to the Digestive System 3 credit(s)
- IFN 5676 - Dietary Supplements and Herbal Medicine 3 credit(s)
- IFN 5682 - Systems Biology II 3 credit(s)

- IFN 5694 - Nutrition-Focused Physical Exam 3 credit(s)
- IFN 5900 - Integrative Approaches to Chronic Disease 3 credit(s)
- IFN 5705 - Psychobiology of Eating 3 credit(s)
- IFN 5661 - Nutritional Foundations of Mental Health 3 credit(s)
- IFN 5663 - Sports and Exercise Nutrition 3 credit(s)
- IFN 5660 - Methods in Nutrition Research 3 credit(s)
- IFN 5686 - Functional Nutrition Laboratory Testing 3 credit(s)

## Certificate in IFN - Total Credits - 12

Certificate Requirements for 2021-2022 Academic Year approved by CIMHS Degree Program Committee.

If you are a current student in the CIMHS or in another Saybrook degree program, talk with your advisor about enrolling you for this certificate.

\*Check course pre-requisites listed in the course catalog to determine if you qualify to take each course.

## Integrative Wellness Coaching Certificate

The CIMHS certificate in Integrative Wellness Coaching is oriented around the fundamental coaching competencies and skills recognized by professional credentialing organizations. The certificate program is best suited for individuals interested in obtaining skills and competencies in fundamental, intermediate, and advanced coaching methods that can be taken as a current degree student or non-degree student. For those individuals currently enrolled in one of the CIMHS degree programs, the required three courses (9 credits) may be taken as part of their required curriculum. The certificate program in Integrative Wellness Coaching offers two enrollment periods in the spring and fall semester.

By completing the required coursework and passing the practical examination, students will earn a Certificate in Integrative Wellness Coaching. This certificate program is approved by the International Coach Federation (ICF) for 88 hours of coach training and is also an approved program by the National Board for Health and Wellness Coaching (NBHWC) as an Approved Health and Wellness Coach Training and Education Program.

Graduates of the certificate program may market themselves as having a certificate in Integrative Wellness Coaching and work in a variety of settings including private practice, health care, corporate wellness, and educational institutions. In addition, graduates are eligible to apply for additional credentialing through the ICF and NBHWC.

Note: As part of the certificate courses, students will complete a Practical Skills Evaluation (PSA), four additional skill evaluations, and a practical examination. Students are required to achieve an 82% or higher on the examination, the PSA and the two evaluations in 5593 to receive the certification. It is possible to pass course requirements and not obtain the certificate.

Saybrook's IWC Certificate program is specifically geared toward individuals who do not currently hold an ICF or NBHWC credential.

Licensure Disclosure: For information on where Saybrook University meets, does not meet, or has not determined if the program meets licensure eligibility requirements for the state in which you wish to be licensed, please visit: <https://www.saybrook.edu/admissions/professional-licensure-and-certification-disclosures/>

## Requirements

- COA 5628 - Evidence-Based Coaching 3 credit(s) Residential Conference Required
- COA 5632 - Intermediate Coaching 3 credit(s) (includes PSA)
- COA 5593 - Advanced Coaching 3 credit(s)  
(includes practical examination)

**Total Credits: 9**

## **Mind-Body Medicine Certificate**

The 12-credit certificate program in Mind-Body Medicine is an option for non-CIMHS degree students to integrate a variety of mind-body therapies and practices in their daily life and professional work.

### **Requirements**

#### **Core Course**

- MBM 5710 - Mind-Body Therapies and Practices 3 credit(s)

**Choose three of the following courses:**

- MBM 5510 - Imagery for Health 3 credit(s)
- MBM 5655 - Mindfulness, Meditation, and Health 3 credit(s)
- MBM 5616 - Movement Modalities for Wellness 3 credit(s)
- MBM 5635 - Spirituality and Health 3 credit(s)
- MBM 5645 - The Human Energy Field and Energy Medicine 3 credit(s)
- MBM 5674 - Ayurvedic Medicine 3 credit(s)
- MBM 5521 - Reflective Leadership in Healthcare 3 credit(s)
- MBM 5523 - Theories & Applications of Mindful Leadership 3 credit(s)
- MBM 5516 - Contemplative Approaches to the Chronically Ill, Dying, and Their Families 3 credit(s)
- MBM 5517 - Contemplative Approaches to Grief and Loss 3 credit(s)
- MBM 5720 - Narrative Approaches in Healthcare 3 credit(s)
- IFN 5705 - Psychobiology of Eating 3 credit(s)

**Total Credits: 12**

## **Multiculturalism and Social Justice Certificate**

**Certificate Program Lead: Portia Rawles, Ph.D.**

**Sponsored by:** Clinical Psychology Degree Program and Transformative Social Change

### 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 Outcomes: 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 (3 credits)
- PSY 6570 / TSC 6570 Race, Class, and Gender in American Society (3 credits)
- PSY 8950 Certificate Integrative Seminar (1 credit)
  - Choose 3 from the following:
    - CSIH 4530 Psychology, Religion, and Spirituality in their Cultural Contexts
    - CSIH 3220 The African Diaspora: African American Cultural History and Psychology
    - TSC 6520 Gender and Society
    - TSC 6620 Psychology of Disability, Rehabilitation, and Empowerment

## **Neurofeedback Certificate**

**Certificate Lead:** Cynthia Kerson, Ph.D.

## **Sponsored by: Department of Applied Psychophysiology**

The certificate program in Neurofeedback provides an alternative for the individual who wishes to obtain a comprehensive introduction to 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 pursuing the certificate must document access to neurofeedback instrumentation capable of



recording EEG signals. The certificate is a 9-credit program, including three academic courses and two residential conferences. The certificate program in Neurofeedback offers on enrollment period in the Fall semester. The first course begins in Fall and continues through the end of the summer semester or until the practicum requirement is complete.

Additional BCIA requirements include a course in anatomy and physiology, supervised experience and an exam. Refer to the BCIA for further details: [www.bcia.org](http://www.bcia.org).

## Courses required for students desiring to concentrate on neurofeedback

- APH 5271 - EEG Biofeedback: Assessment and Intervention 3 credit(s) (includes a one-day residential conference laboratory)
- APH 5251 - Neuropsychophysiology 3 credit(s)  
Choice of either:
- APH 5561 - Quantitative Electroencephalogram as an Assessment Tool 3.0 credit(s)  
Or
- APH 5281 - Advanced EEG Biofeedback: Theoretical and Clinical Considerations 3.0 credit(s)  
Or
- APH 5221 - Stimulation Technologies 3 credit(s)

Total Credits: 9

## Stress Management Education Certificate

**Certificate Lead:** Eric K. Willmarth, Ph.D.

## Sponsored by: Department of Applied Psychophysiology

Stress Management may be one of the most important issues in self-care and self-regulation. Although individuals may consider stress to be a subjective experience, physiological measurement of stress and the measurement of the effectiveness of interventions to reduce the effects of stress are possible. The Certificate in Stress Management Education is a 12-Credit series of courses designed to promote professionals who are skilled at teaching stress management in various settings including schools, health care settings and corporate environments. The Certificate includes a course on foundations of psychophysiology to provide background in the physiological bases of stress management, a course on principles and theories of stress management, a course in basic coaching skills, a field experience where students learn to practice their new skills, and then a choice of one elective so students can take courses such as optimal functioning, biofeedback, or hypnosis to meet their personal goals.

### Required courses:

APH 5051	Fundamentals of Psychophysiology
APH 5201	Principles and Theories of Stress Management
COA 5628	Evidenced- Based Coaching

**And any one of the following elective courses:**

APH 5451	Optimal functioning in the sports, educational, and business environments
MBM 5510	Imagery for Health
APH 5620	Basic Training and Education in Hypnosis
APH 5622	Basic Training and Education in Biofeedback
IFN 5661	Nutritional Foundations of Mental Health
MBM 5655	Mindfulness, Meditation and Health
APH 5271	EEG Biofeedback: Assessment and Intervention

**Total Credits: 12**

## **Master of Business Administration**

## **Master of Business Administration**

## **Program Overview**

**Chair:** Dr. Charlotte Hamilton

**Effective Spring 2023, the MBA program is no longer enrolling students.**

The Master in Business Administration (MBA) is a 12/18-month cohort program completed in three to four consecutive semesters (including summer sessions) to earn 30 credits to graduate.

The MBA is designed for students passionate about achieving the quadruple bottom line in business guided by the principles of sustainable social impact: People, Planet, and Profit, guided by Purpose.

Open to business and non-business majors alike, this MBA program incorporates team projects and adaptable learning activities and culminates in a multidimensional capstone project designed to bridge your academic experience to your future career. Internships, service-learning, and study abroad opportunities may also be available.

Students are guided by scholar-practitioners with practical experience as leaders, entrepreneurs, consultants, and researchers across a wide array of innovative fields such as sustainability, global strategy, information technology, and social entrepreneurship.

Graduates of the MBA program will be capable of advancing people-centered approaches to improving the conditions of individuals and society through leadership and organizational and community engagement in the for-profit, nonprofit, and government sectors.

Students will prepare to advance their careers as leaders, managers, and entrepreneurs while exploring leadership, system thinking and management through an interdisciplinary lens, including the following areas of focus:

- Accounting, finance, and data analytics

- Leadership and organizational behavior
- Economics and global business
- Human resources engagement
- Training, development, and knowledge management
- Organizational systems analysis
- Technology, information systems, communications, and marketing

## Target Audience

The MBA offers advanced professional studies in person centered, systems oriented, sustainability driven business strategies, operations, and research to equip socially conscious leaders for the changing world. Students will focus on knowledge areas and skills to achieve the quadruple bottom line: People, Purpose, Profit, and Planet.

We aspire to innovate on the traditional models of "business administration" to one of "business aspirational" programs at the master's level.

## Career Outcomes

Following the completion of this degree program, graduates will possess the following skills necessary to be effective within this professional field.

1. Determine and align the core values of the organization or community, stakeholders to the humanistic principles including promotion of human dignity, wholeness, comprehensive knowledge, transcendence, common good, and stewardship-sustainability.
2. Recognize the process of complexity involving meeting the interests of community, stakeholders and negotiating a common set of goals that meets the needs and desire of stakeholder groups.
3. Assess how the core values of the organization are being practiced through the actions and behaviors of its leadership and staff.
4. Analyze internally and externally sourced information to develop innovative and responsive business strategies that aim to achieve positive financial, social, and environmental outcomes.
5. Develop collaborative business analysis and action plans with colleagues, subordinates, superiors, and other stakeholders using appropriate on-ground as well as on-line technologies.
6. Demonstrate transformational potential by seeking awareness of one's own value system, leadership-managerial style supported by holistic knowledge, competencies, and skills.
7. Reflect on the intersectionality of power and privilege as the basis for development of the personal leadership philosophy
8. Create, lead, and participate in effective teams to achieve organizational goals amidst conflicting values and priorities
9. Maximize organizational outcomes and community outcomes through diversity, engagement, and creativity given the available people, process, and technology
10. Using information literacy skills, gather information from multiple sources, disciplines, and work activities, and evaluate the credibility and relevance of selected information
11. Apply relevant information using cross disciplinary perspectives to solve business problems and achieve business goals
12. Use professional experience, interpersonal competencies, and business tools to diagnose opportunities and problems, and propose and implement sustainable action plans

## Distinctive Features

For our graduates to achieve such a range of essential qualities, the MBA 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 theoretical 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 MBA program uses its own contemporary leadership model so professionals expand their competencies across three critically connected areas: Innovative 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 Leadership Perspective, (2) Organizational Case Study Analysis, and (3) Professional Skillset Portfolio and Career Plan.

## **Program Learning Outcomes**

### **Program Outcome One: Ethics and Values as the Foundation of Effective and Sustainable Business Practices**

1.1 Demonstrate and align the core values of the business leader and clientele/stakeholder to the humanistic principles including promotion of human dignity, wholeness, comprehensive knowledge, transcendence, common good, and stewardship-sustainability.

1.2 Analyze the process complexity involving meeting the interests of diverse stakeholders and negotiating a common set of inclusive and equitable goals that meets the needs and desire of stakeholder groups.

1.3 Analyze how the core values of the organizational and community is being practiced through the actions and behaviors of its leadership and staff.

### **Program Outcome Two: Holistic and Transformational Interpersonal Competency**

2.1. Analyze internally and externally sourced information to develop business strategies that aims to achieve positive financial, social, and environmental outcomes.

2.2. Develop collaborative business analysis and action plans with colleagues, subordinates, superiors, and other stakeholders using appropriate on-ground as well as on-line technologies.

2.3. Demonstrate short and long-term transformational potential by seeking awareness of one's own value system, leadership-managerial style supported by holistic knowledge, competencies, and skills.

### **Program Outcome Three: Transformational Leadership**

3.1 Reflect on the intersectionality of power and privilege as the basis for development of the personal leadership philosophy

3.2 Create, lead, and participate in effective teams to achieve organizational and community goals amidst conflicting values and priorities

3.3 Maximize organizational performance and community outcomes through diversity, engagement, and creativity given the available people, process, and technology

### **Program Outcome Four: Critical Thinking and Solution Making**

4.1 Using information literacy skills, gather information from multiple sources, disciplines, and work activities, and evaluate the credibility and relevance of selected information

4.2. Apply relevant information using cross disciplinary perspectives to solve business problems and achieve business goals

4.3 Use professional experience, interpersonal competencies, and business tools to diagnose opportunities and problems, and propose and implement action plans

## **Degree Program Policies**

Transfer Credit Policy: Up to 9 graduate semester credits may be transferred if they are (a) awarded by a regionally accredited university, (b) earned at the grade level of B or better (c) completed within the last 10 years, and (d) evaluated by the Department Chair as equivalent to an MBA course for which a substitution is appropriate.

## **Program Requirements**

Residential Requirements: There are no residential requirements, however students are required to attend scheduled synchronous "live" sessions via video conference platforms as part of the participation requirements for the MBA program courses, seminars, and meetings.

Course Requirements: The 10 courses are 3 credits, except for the capstone course which requires 1 credit per semester and students must take a minimum of 3 credits of the capstone as part of the 30 total 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 indicates their specific participation requirements.

Semester and Course sequence. The prescribed sequence for Master in Business Administration is as follows.

## **Admission Requirements**

A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the Saybrook University or an appropriately certified foreign institution.

A minimum cumulative grade point average (GPA) of 3.0 on a scale of 4.0.

Course completion of grade of "B" or better in the following undergraduate foundational courses:

1. Principles of Accounting (3 Credits)
2. Business Finance (3 Credits) or Quantitative Research Techniques and Statistics (3 Credits)

Students not meeting the admissions criteria for the undergraduate foundational courses may fulfill this requirement through one of three options listed under "Foundation Course Requirements".

Failure to achieve a minimum GPA of 3.0 on a 4.0 scale within the first two semesters of attendance will result in dismissal.

A minimum score on a Saybrook University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in the Admission Policies, "International Applicants."

The prospective student will include submission of the following by the prospective students:

- Saybrook University Application
- Transcripts from regionally accredited institutions attended and degree(s) conferred.
- 30 min interview by the Department Chair or faculty designee.
- Two (2) professional/academic reference in lieu of Letter of Reference: Name, Title, Affiliation, e-mail address, and phone number.
- Personal Statement (1,500 words) based on a set of prompts, e.g. What is your background and motivation for graduate level study?

## Provisional Acceptance

Applicants who have not met the identified standards of the minimum cumulative GPA of 3.0 reflected in undergraduate and graduate transcripts may be admitted provisionally. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline.

Failure to achieve a minimum GPA of 3.0 on a 4.0 scale within the first two semesters of attendance will result in dismissal. Students admitted provisionally may appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter. The appeal involves a letter to the Department Chair, which is reviewed by the Chair and College Dean and must be received within thirty (30) business days of formal notification of dismissal. Decisions of the appeals petition in such cases are final.

## Foundation Course Requirements

Applicants are required to complete two foundation courses at the undergraduate level in cases where the student has not taken them before their application.

Foundation courses and their equivalent competency tests and self-paced courses offered by the University. Students may fulfill the foundation course requirements by showing successful completion of academically equivalent coursework, passing a competency exam with a score of 80% or better, or passing a self-paced course with a score of 80% or better. Students will be notified during the admission process whether one or more of these courses are needed based on prior coursework.

There are three options for students seeking admission into the MBA program to meet the Foundation Course Requirements:

**Option #1: Complete two foundation courses at the undergraduate level**

See below for the list of foundation courses and their equivalent competency tests and self-paced courses offered by external institutions approved by the Chair or designee. These courses are paid for by the student and are not covered by financial aid. Students may fulfill the foundation course requirements by showing successful completion of academically equivalent coursework, passing a competency exam with a score of 80% or better, or passing a self-paced course with a score of 80% or better. Students will be notified during the admission process whether one or more of these courses are needed based on prior coursework.

1. Principles of Accounting (3 Credits)
2. Business Finance (3 Credits) or Quantitative Research Techniques and Statistics (3 Credits)

Equivalent courses may be evaluated to determine fulfillment of admissions requirements by the Department Chair.

**Option #2: Preparatory Business Operations Seminar (P-BOS)**

The P-BOS is a preparatory certificate designed to cover the key foundational business knowledge areas:

- Practical Accounting
- Business Finance
- Data Driven Decision Making

The P-BOS is a structured 100% on-line course over 6 weeks with combination of self-paced work as well as live webinars. The cost of this course is paid by the student-the cost of this course is not covered by financial aid. The student will need to pass a series of quizzes and a final multiple-choice test with a score of 80% or better in order to earn the e-badges and certificate. The P-BOS is offered two to three times per year.

**Option #3: Practical Knowledge Tests**

You may take and pass two of the practical knowledge exams in the following topics:

- Accounting (Required)
- Business Finance or Quantitative Research Techniques and Statistics

Please consult the Department of Business Administration for more information about how to take the Practical Knowledge Test.

## Course List

- HM 6512 - Economics 3 credit(s)
- HM 6032 - Human Resources in Organizations 3 credit(s)
- HM 6026 - Marketing Planning and Organizational Strategies 3 credit(s)
- HM 6028A - Capstone Experience in Integration 1 credit(s)
- HM 6028B - Capstone Experience in Integration 1 credit(s)
- HM 6028C - Capstone Experience in Integration 1 credit(s)
- HM 6027 - Leadership Innovations 3 credit(s)
- HM 6021 - Accounting for Business Leaders 3 credit(s)
- HM 6025 - Decision Models 3 credit(s)
- HM 6111 - Technology and Businesses 3 credit(s)

- HM 6022 - Financial Strategies 3 credit(s)
- HM 6029 - Operations 3 credit(s)

## **Doctor of Business Administration**

## **Doctor of Business Administration**

### **Program Overview**

**As of Spring 2023, the DBA program is no longer accepting students.**

**Chair:** Dr. Charlotte Hamilton

The DBA is designed for experienced professionals interested in exploring and applying the most recent research and theories regarding organizational and social systems change.

Curriculum provides graduates with the skills needed to align business strategies with humanistic principles including the promotion of human dignity, wholeness, comprehensive knowledge, transcendence, common good, and stewardship and sustainability.

Furthermore, graduates will be effective at evaluating and maximizing organizational performance in relation to generative community and societal outcomes. The program concludes with a dissertation research assignment focused on an applied thought leadership area of their choosing.

Students are guided by scholar-practitioners with experience as leaders, consultants, and researchers, spanning a wide array of innovative fields such as sustainability, global strategies, information technology, and social entrepreneurialism.

Graduates of the DBA program emerge ready to serve as confident, competent, and compassionate executives, consultants, researchers, and educators.

## **Doctor in Business Administration Program Learning Outcomes**

**Outcome One:** Integration of Organizations and the Community in Business Strategies

Determine and align the business strategies to the humanistic principles including promotion of human dignity, wholeness, comprehensive knowledge, transcendence, common good, and stewardship-sustainability.

**Outcome Two:** Holistic and Transformational Analysis

Synthesize & communicate internally and externally sourced information to develop business strategies that aims to achieve positive financial, social, and environmental outcomes.

**Outcome Three:** Integrated Communication--People, Innovation, and Technology



Evaluate and apply maximize organizational performance and community outcomes through diversity, engagement, and creativity given the available people, process, and technology

#### **Outcome Four: Critical Thinking and Solution Making**

Synthesize information from multiple sources, disciplines, and work activities, and evaluate credibility and apply relevant information using cross disciplinary perspectives to solve humanistic challenges

#### **Outcome Five: Research**

Design, conduct, and evaluate applied research in the area of specialization to foster generative local and global change in organizations, communities, and the environment.

## **Target Audience**

The DBA offers advanced professional studies in person centered, systems oriented, sustainability driven business strategies, operations, and research to equip socially conscious leaders for the changing world. Students will focus on knowledge areas and skills to achieve the quadruple bottom line: People, Purpose, Profit, and Planet.

We aspire to innovate the traditional models of "business administration" to one of "business aspirational" program at the doctorate level.

## **Career Outcomes**

Following the completion of this degree program, graduates will possess the following skills necessary to be effective within this professional field.

- Ability to align business strategies to the humanistic principles including promotion of human dignity, wholeness, comprehensive knowledge, transcendence, common good, stewardship and sustainability.
- Evaluate and maximize organizational performance and community outcomes through diversity, engagement, and creativity given the available people, process, and technology.
- Synthesize information from multiple sources, disciplines, and work activities, and evaluate credibility and apply relevant information using cross disciplinary perspectives to solve humanistic challenges.
- Communicate internally and externally sourced information to develop business strategies that aim to achieve positive financial, social, and environmental outcomes.
- Design, conduct, and evaluate applied research in the area of specialization to foster generative change in organizations, communities, and the environment

## **Degree Program Policies**

Transfer Credit Policy: Up to 12 graduate semester credits earned in the last 10 years may be transferred if they are (a) awarded by a regionally accredited university, (b) earned at the grade level of B or better and (c) evaluated by the Department Chair as equivalent to a DBA course for which a substitution is appropriate.

MBA/MA to DBA: Students who complete the MBA or MA may apply for doctoral studies. Upon acceptance into the DBA, 12 credits of their master's work in MBA/MA earned within 10 years will be applied towards their doctoral

program. These 12 credits will fulfill specific DBA program requirements. Students must complete the additional DBA courses which include the required core foundational and research courses.

## Program Requirements

*Residential Requirements:* Participation in twice-annual, 5-day residential conferences is required until enrollment in dissertation begins (i.e., until after the completion of the 3 candidacy qualifying essays and successful completion of the essay oral exam).

**Course Requirements:** The courses are taken in a prescribed sequence. All courses are 3 credits. 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 indicates their specific participation requirements.

## Admission Requirements

- A master's degree in business administration, management, public or non-profit management, engineering management, JD, LLM, or other degree demonstrating exposure to leadership and organizational systems; the degree must be awarded by a regionally accredited institution, nationally accredited institution approved and documented by the dean of the Graduate School of Business and Management, or an appropriately certified foreign institution.
- Course completion of grade of "B" or better in the following undergraduate foundational courses:
- Principles of Accounting (3 Credits)
- Business Finance (3 Credits) or Quantitative Research Techniques and Statistics (3 Credits)

Students not meeting the admissions criteria for the undergraduate foundational courses may fulfill this requirement through one of the three options listed under "Foundation Course Requirements"

- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree, and in any subsequent graduate study last 30 semester hours.
- At least three (3) years and preferably five (5) years of full-time professional or community (leadership) experience, documented by a recently updated resume or an online professional profile. If not currently employed, the applicant must show active participation in community engagement and/or professional organizations.
- A minimum score on an Saybrook University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in the catalog under the Admission Policies "International Applicants."
- All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:
  - Completed Application for Admission Form

- Documentation of professional (leadership) experience and participation in community engagement and/or professional organization
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Official Bachelor's level transcripts.
- Two Letters of Reference: Name, Title, Affiliation, e-mail address, and phone number.
- Personal Statement which addresses the following in 1,500 words:

Such as: What is your experience and relationship with social impact, sustainability, and business operations?

- For those students in the Dissertation seeking a transfer, the student will submit the Dissertation Proposal and/or drafts beyond the Proposal if seeking admission as a doctoral completion student.

## Foundation Course Requirements

Applicants are required to complete two foundation courses at the undergraduate level in cases where the student has not taken them before their application.

Foundation courses and their equivalent competency tests and self-paced courses offered by an external educational program. Students pay directly for these external courses and financial aid is not available for this purpose. Students may fulfill the foundation course requirements by showing successful completion of academically equivalent coursework, passing a competency exam with a score of 80% or better, or passing a self-paced course with a score of 80% or better. Students will be notified during the admission process whether one or more of these courses are needed based on prior coursework.

There are three options for students seeking admission into the DBA program to meet the Foundation Course Requirements:

### **Option #1: Complete two foundation courses at the undergraduate level**

See below for the list of foundation courses and their equivalent competency tests and self-paced courses offered by an educational program. Students may fulfill the foundation course requirements by showing successful completion of academically equivalent coursework, passing a competency exam with a score of 80% or better, or passing a self-paced course with a score of 80% or better. Students will be notified during the admission process whether one or more of these courses are needed based on prior coursework. Students pay directly for these courses and financial aid is not available to cover the cost.

1. Principles of Accounting (3 Credits)
2. Business Finance (3 Credits) or Quantitative Research Techniques and Statistics (3 Credits)

Equivalent courses may be evaluated to determine fulfillment of admissions requirements by the Department Chair.

### **Option #2: Preparatory Business Operations Seminar (P-BOS)**

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### **Option #3: Practical Knowledge Tests**

You may take and pass the two of the practical knowledge exams in the following topics:

- Accounting (Required)
- Business Finance or Quantitative Research Techniques and Statistics

Please consult the Department of Leadership and Management for more information about how to take the Practical Knowledge Test.

## Provisional Acceptance

Applicants who have not met the identified standards of the minimum cumulative GPA of 3.0 reflected in undergraduate and graduate transcripts may be admitted provisionally for a period of two semesters. Applicants who are provisionally admitted must meet the identified standards noted in their letter of acceptance by the deadline.

Failure to achieve a minimum GPA of 3.0 on a 4.0 scale within the first two semesters of attendance will result in dismissal. Students admitted provisionally may appeal dismissal from Saybrook University as a result of a failure to meet the conditions identified in their acceptance letter. The appeal involves a letter to the Department Chair, which is reviewed by the Chair and College Dean and must be received within thirty (30) business days of formal notification of dismissal. Decisions of the appeals petition in such cases are final.

## Core Courses

- HM 7438 - Human Resource 3 credit(s)
- HM 7440 - Leadership and Global Challenges 3 credit(s)
- HM 7442 - Marketing Planning and Organizational Strategies 3 credit(s)
- HM 7532 - Operations and Leadership 3 credit(s)
- HM 7408 - Organizational Design 3 credit(s)
- HM 7840 - Evaluating Organizational and Community Systems 3 credit(s)
- HM 7401 - Leading Organizational Change and Transformation 3 credit(s)
- HM 7536 - Management Consulting 3 credit(s)
- HM 7403 - Leadership and Organizational Systems 3 credit(s)
- Elective 3 credit(s)

## Research Courses

- RES 2100 - Research Foundations and Literacy 3 credit(s)
- RES 2300 - Qualitative Data Collection and Analysis 3 credit(s)
- RES 3500 - Research Design and Scholarly Writing 3 credit(s)
- RES 6900 - Dissertation Preparation 3 credit(s)
- HM 7070 - Qualifying Essay: Literature Review (DBA Only) 3 credit(s)
- RES 7000 - Dissertation Proposal 3 credit(s)
- RES 7100 - Dissertation 3 credit(s)

**Advanced Research Methods Course: Choose One of the following courses:**

- RES 2500 - Quantitative Data Collection and Statistics 3 credit(s)
- RES 2700 - Statistics 3 credit(s)

- RES 3010 - Case Study Research 3 credit(s)
- RES 3030 - Grounded Theory Research 3 credit(s)
- RES 3050 - Hermeneutic Research and IPA 3 credit(s)
- RES 3060 - Experimental and Comparative Research
- RES 3070 - Correlational Research
- RES 3080 - Action Research
- RES 3130 - Descriptive Phenomenological Psychological Research 3 credit(s)

## Elective Course

Choose One of the Following Courses:

- HM 7538 - Social Innovation and Entrepreneurship 3 credit(s)
- HM 7609 - Global Management Project 3 credit(s)

## Argosy Transfer Teach Out Fall 2019

[Click here for the Argosy Transfer Teach Out information.](#)

## Course Descriptions

Courses are identified and organized by degree program. Listed below are those courses for the 2019-2020 academic school year. CampusVue will list courses open for enrollment each semester, by Section if applicable. Not all courses are offered every semester.

### Across all degree programs

#### 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(s)

#### 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 ALL 0700 - Academic Writing. 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(s)

## **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 ALL 0700 - Academic Writing. 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(s)

## **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 ALL 0700 - Academic Writing. 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 credit(s)

## **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 ALL 0700 - Academic Writing. 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 credit(s)

## **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 ALL 0700 - Academic Writing. 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 credit(s)

## **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. Independent Study must be approved by student's

department chair before course can be registered. 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. 1-3 credit(s)

### **ALL 9000 - Dissertation Finalization I**

Dissertation Finalization is a zero-credit course reserved for students who have completed all coursework. Students should enroll in the semester they anticipate they will orally defend their dissertation. It is designed to facilitate student degree completion by supporting their dissertation finalization and publication as required for degree conferral. In this course, students will work with Saybrook University's Center for Writing and Academic Success to finalize their dissertation for publication to ProQuest. Students will be registered in this course, with the permission of their dissertation chair, until they complete their finalization requirement. This course may be repeated. Prerequisite(s): MBM 9601 PhD Dissertation Research or RES 7100 Dissertation or RES 9500D 0 credit(s)

### **ALL 9001 - Dissertation Finalization II**

Dissertation Finalization is a zero-credit course reserved for students who have completed all coursework. Students should enroll in the semester they anticipate they will orally defend their dissertation. It is designed to facilitate student degree completion by supporting their dissertation finalization and publication as required for degree conferral. In this course, students will work with Saybrook University's Center for Writing and Academic Success to finalize their dissertation for publication to ProQuest. Students will be registered in this course, with the permission of their dissertation chair, until they complete their finalization requirement. This course may be repeated. Prerequisite(s): MBM 9601 PhD Dissertation Research or RES 7100 Dissertation or RES 9500D Dissertation Research (Ph.D.) Continuation 0 credit(s)

### **ALL 9002 - Dissertation Finalization III**

Dissertation Finalization is a zero-credit course reserved for students who have completed all coursework. Students should enroll in the semester they anticipate they will orally defend their dissertation. It is designed to facilitate student degree completion by supporting their dissertation finalization and publication as required for degree conferral. In this course, students will work with Saybrook University's Center for Writing and Academic Success to finalize their dissertation for publication to ProQuest. Students will be registered in this course, with the permission of their dissertation chair, until they complete their finalization requirement. This course may be repeated. Prerequisite(s): MBM 9601 PhD Dissertation Research or RES 7100 Dissertation or RES 9500D Dissertation Research (Ph.D.) Continuation 0 credit(s)

### **IS 600B - Global Leadership, Networking, and Cultural Intelligence**

Organizations of all types operate as dynamic distributed networks in a global arena. As business professionals managers are challenged to strategically engage a highly talented and culturally diverse workforce. They are to unleash their creativity so they can grapple with complex situations, establish knowledge sharing networks utilizing technology, collaboratively devise innovative solutions, make decisive decisions, and take action to enable the organization reach its goals. As ethical professionals, global leaders and managers are called to be civic global citizens who aid organizations be active responsible global community members. Through interactive face-to-face and virtual learning activities with European professionals this course provides opportunities for students to network with US and European professionals and to develop skills in: critically devising global business operations in light of their historical,

economic, political, and social contexts; managing distributed teams using technology to create dynamic virtual workplaces where people meet and engage with each other; establishing collaborative workplace environments that draw upon the strengths of diverse cultural worldviews, their approaches to leadership, work relationships, problem-solving, and professional ethics, and their lifestyles and sense of recreation; and envision equitable economic and sustainable business models and practices. This course includes an in-country immersion experience. 3 credit(s)

## **Applied Psychophysiology**

### **APH 4101 - Essentials of Bioscience**

Teaches the fundamentals of electronic circuitry, biochemistry, human electricity, math, & human physiology as used in professional psychophysiology.

Required knowledge of electronic circuitry must be sufficient to understand how a psychophysiological recording device functions and what the controls actually do including roll-off, signal to noise ratios, frequency spectrums, etc. Knowledge of biochemistry must be sufficient to understand the structure of major neurotransmitters, behavior - enzyme interactions, etc. Knowledge of human electricity must be sufficient to understand impulse propagation, direction of electric fields, etc. Knowledge of mathematics must be sufficient to understand behavioral genetics, field studies, and basic statistics. Knowledge of human physiology must be sufficient to understand synapses, motor chains, hormonal feedback cycles, respiration - SNS complexes, etc. as used in professional psychophysiology. 3 credit(s)

### **APH 4201 - Psychopathology for Psychophysilogists**

This course provides the essential knowledge of psychopathology needed to properly assess psychophysiological dysfunctions and select the optimal interventions. Students must know the physiological bases of common psychological disorders and have sufficient skills in interviewing & assessment to determine whether patients are appropriate for psychophysiological interventions. They must be able to adequately assess normal people desiring training in optimal functioning to be reasonably certain that these people are appropriate for such training. 3 credit(s)

### **APH 4301 - Essentials of Pathophysiology**

This course provides students with essential knowledge of the major physiological disorders / diseases whose symptoms mimic behavioral disorders. It also teaches students to recognize the basic ways both the brain and body fail either functionally or structurally to produce psychophysiological symptoms or they cannot master the field. Without this knowledge, students do not have the medical and physiological knowledge needed to perform psychophysiological assessments and interventions. 3 credit(s)

### **APH 4514 - Master's Thesis**

The thesis gives students a chance to apply their new skills in research design, subject recruitment, data gathering, data analysis, and writing a formal paper to actual subjects by performing a small but important research study which the students designed during APH5121 and APH5122. Producing a paper of sufficient quality to be submitted to a high quality journal serves as a milestone indicating mastery of psychophysiological principles and research. Students do not begin this course until (a) the instructor in APH5122 has approved the practice protocol and the IRB documents and (b) the IRB has approved the IRB submission. 3 credit(s)

### **APH 5001 - General Biology**



Students needing to meet the prerequisite of having had an undergraduate course in general biology will register for General Biology. 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. Prerequisite(s): **No pre-requisites.** 1 credit(s)

Offered: FA-Term A/B, SP-Term A/B. Course Length: 15 weeks. No RC component.

## **APH 5002 - General Psychology**

Students needing to meet the prerequisite of having had an undergraduate course in general psychology will register for General Psychology. 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. Prerequisite(s): **No pre-requisites.** 1 credit(s)

Offered: FFA-Term A/B, SP-Term A/B. Course Length: 15 weeks. No RC component.

## **APH 5051 - Fundamentals of Psychophysiology**

This course explores the manifold ways the brain and body work together to produce behavior and the cycle between behavior and physiology. The course begins with a description of the body's organizational structure and genetics as related to behavior. The basic physiological ways information is received from the external and internal environments through a variety of sensors and then processed by the hormonal / nervous system are described. Typical psychophysiological dysfunctions and interventions are also described. Prerequisite(s): Pre-requisites: Undergraduate courses in psychology and biology (or APH 5001, APH 5002). 3 credit(s)

Offered: FA-Term A/B, SP-Term A/B. Course Length: 15 weeks. No RC component.

## **APH 5052 - Fundamentals of Psychophysiology Supplement**

This Supplement course is intended to bridge the gap between course material in Biological Bases of Behavior (PSY 3025) and Fundamentals of Psychophysiology (APH 5051) for students enrolled in the PhD Clinical Psychology (CP) degree program. APH 5051 provides more depth to many of the topics covered in both courses and emphasizes psychophysiological principles and practices including the psychophysiological bases upon which most psychophysiological systems and senses change and are recorded. The Supplements course also emphasizes assessments and interventions for psychophysiological dysfunctions. Students learn to integrate these principles into their client interactions to improve clinical and coaching outcomes.

Each student in APH 5052 is required to review the pre-recorded lectures assigned in the APH 5051 course. The instructor in APH 5052 will assess each student for any gaps in basic knowledge and may assign specific readings from the APH 5051 texts and text files, specific review questions, and additional assignments to remediate any gaps.

0 credit(s)

Course Length: 8 weeks

## **APH 5053 - Introduction to Psychophysiology Recording**

New psychophysiology students just entering the program need to be exposed to and practice utilizing typical psychophysiological recording and biofeedback equipment so they can relate to material presented in their first term introductory courses. They also need to learn the typical process through which the equipment is utilized. This one-day

laboratory experience is intended to accomplish this requirement. 0 credit(s)  
Offered: Held at the students' first RC.

## **APH 5071 - Anatomy and Physiology for Psychophysicologists**

This course provides an overview of human anatomy and physiology as applied to psychophysiology, optimal functioning, and behavioral medicine. The course emphasizes human behavioral biology. Each basic structure and organ system is discussed with regard to both anatomical structures and physiological functions as they change over time and in relation to both the external and internal environment. The main course objective is to provide the depth of knowledge required to understand the physical bases for psychophysiological problems and interventions. 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.

Prerequisite(s): Undergraduate courses in psychology and biology (or APH 5001, APH 5002) and APH 5051 or APH 5052. 3 credit(s)

Offered: Offered FA-Term A/B, SP-Term A/B. Course Length: 15 weeks. Students taking this course must also attend the one day anatomy & physiology laboratory experience held during Saybrook University's residential conferences and AABP's annual meeting.

## **APH 5101 - Psychophysiological Recording, Assessment, and Interventions**

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 general biofeedback as used in educational and clinical settings. 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. Prerequisite(s): APH 5622 3 credit(s)

Offered: FA-Term A/B, SP-Term A/B. Course Length: 15 Weeks. 2 day RC Required.

## **APH 5111 - Genetic Foundations of 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." Prerequisite(s): APH 5051 or APH 5052. 3.0 credit(s)

Offered: Summer Semester. Course Length: 12 weeks. No RC required.

## **APH 5121 - Methodology in Psychophysiological Research**

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 about the strengths and weaknesses of such techniques as quantitative analysis, qualitative analysis, meta-analysis, time series analysis, and population based data analysis. 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. 3 credit(s)  
Offered: Fall - Term A/B, SP -- Term A/B. Course Length: 15 weeks. No RC required.

### **APH 5122 - Data Analysis in Psychophysiological Research**

This course covers the information students need to know how data are analyzed in typical psychophysiological studies. The course helps students understand what the typical tests are, when they should be used, and the underlying assumptions for each test. This is crucial because these are the techniques which should be seen when reading studies involving psychophysiology. If typical tests are not used in a study or the data do not meet the underlying assumptions of the tests, students will know not to trust the study's results. Students learn how to actually perform each of the tests on a variety of types of data so they will have confidence in their abilities to use the tests in their research. 3 credit(s)  
Offered: Fall - Term A/B, SP - Term A/B. Course Length: 15 weeks. No RC required.

### **APH 5123 - Practice Research Study in Psychophysiology**

The practice study gives students a chance to apply their new skills in subject recruitment, data gathering, and data analysis to actual subjects by participating in a preapproved research study designed during APH5121 and APH5122. Students must NOT begin this course until (a) the instructor in APH5122 has approved the practice protocol and the IRB documents and (b) the IRB has approved the IRB submission. 3 credit(s)  
Offered: Fall - Term A/B, SP -- Term A/B & Summer. Course Length: 15 weeks during Fall and spring semesters. 12 weeks during summer semester. No RC required.

### **APH 5123C - Research in Psychophysiology - Continuation**

The practice study continuation gives students a chance to complete their approved research study as begun in APH 5123. Students must not begin this course until they have completed APH 5123 and the IRB has approved the IRB submission. This course is 0 credits with an enrollment status and tuition equal to 3 credits. Course registration approved by instructor and/or Department Chair.

Prerequisite(s): APH 5123 Practice Research Study in Psychophysiology 0 credit(s)  
Offered: Any term Course Length: 16 weeks None

### **APH 5124 - Psychophysiology Department Comprehensive Exam**

After completion of all non-dissertation coursework and prior to the oral dissertation defense, each student has to pass a written comprehensive examination.

For each comprehensive examination, each professor who has taught a lecture course to the student submits two essay questions for each of the lecture courses they teach in the program. The student selects one of the two questions for each course to answer. The questions must be designed so they can be answered within two double spaced typed pages using 12- point font size characters. The questions must test the student's understanding of a crucial basic concept and the student's ability to apply that concept to applied psychophysiology rather than requiring a list of facts.

The examination is open book as it deals with understanding and applying concepts rather than listing facts. The facts supporting the answer must be written as part of each answer. The student being tested arranges a test date with the program's chair. On the date of the exam, the director e-mails the exam to the student and the student has 48 hours to email the answers to the director. No answers are accepted after the 48-hour limit. The student may not contact anybody who could help with the exam in any way, including faculty members who supplied the exam questions, during the exam period without explicit, written permission from the chair. When the student emails the answered exam to the director, the director emails the answers to the faculty member who supplied the question unless the faculty member has supplied an acceptable answer. Faculty members have two weeks to grade the exam. Questions are graded only pass or fail. If an answer is rated as a failure, the faculty member must provide a brief critique explaining why the answer failed.

The student must pass 80% of the questions to pass the exam. A student who fails the comprehensive may attempt questions from the failed subject areas twice with not less than one month between each attempt. Different questions are supplied to the student for each attempt. If the student does not pass on the third attempt (the original and two retries), the student is dropped from the program. The student can appeal grading of an answer first to the department chair and then to the Assistant Vice President for Student Affairs. 0 credit(s)

### **APH 5125 - Individual Research Focus**

This course is designed to give each student majoring in psychophysiology an opportunity to explore any aspect of research not adequately covered by the department's required research courses. The student works with her / his advisor to determine what should be accomplished during the course. Students may choose to take an advanced research course given by any department at Saybrook, take training in specific techniques not covered in any Saybrook course, perform a small study of special interest, perform an in-depth review of some aspect of the research literature related to his / her dissertation, get extra training and experience in statistical techniques related to the dissertation, perform pilot work to clarify techniques to use in the dissertation, etc. Prerequisite(s): APH 5121, APH 5122, APH 5123 and permission of the APH Department Chair. 3 credit(s)

Offered: FA Term A/B, SP Term A/B, Summer. Course Length: 15 weeks during Fall and Spring Semesters, 12 weeks during Summer Semester. No RC Required.

### **APH 5151 - Pain Assessment and Intervention**

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 regimes and pathways. Prerequisite(s): APH 5051 or APH 5052. 3.0 credit(s)

Offered: Summer Semester. Course Length: 12 weeks. No RC required.

### **APH 5181 - 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. Prerequisite(s): APH 5051 or APH 5052. 3 credit(s)

Offered: Summer Semester. Course Length: 12 weeks. No RC required.

## **APH 5201 - Principles and Theories of Stress Management**

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. Prerequisite(s): APH 5051 or APH 5052 and APH 5101. 3 credit(s)

Course Length: 15 weeks. RC required.

## **APH 5221 - Stimulation Technologies**

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. Prerequisite(s): APH 5051 or APH 5052 and APH 5101. 3 credit(s)

Offered: Summer Semester. Course Length: 12 weeks. 1 day RC required.

## **APH 5251 - Neuropsychophysiology**

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. Prerequisite(s): APH 5051, APH 5101 and APH 5271 3 credit(s)

Offered: Fall Semester. Course Length: 15 weeks. 1 day RC required.

## **APH 5271 - EEG Biofeedback: Assessment and Intervention**

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.

Prerequisite(s): APH 5051. 3 credit(s)

Offered: Fall A/B. Course Length: 15 weeks. 1 day RC required.

### **APH 5281 - Advanced EEG Biofeedback: Theoretical and Clinical Considerations**

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. Prerequisite(s): APH 5271. 3.0 credit(s)

Offered: Summer semester. Course Length: 12 weeks.

### **APH 5301 - Behaviorally Oriented Techniques**

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. Prerequisite(s): APH 5051 or APH 5052. 3 credit(s)

Offered: Fall semester. Course Length: 15 weeks. No RC required.

### **APH 5351 - Clinical 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 credit(s)

Offered: Summer semester. Course Length: 12 weeks. No RC required.

### **APH 5401 - Psychophysiological Assessment and Treatment of Sleep**

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. Prerequisite(s): APH 5051 or APH 5052 and APH 5101. 3.0 credit(s)

Course Length: 15 weeks.

### **APH 5451 - Optimal Functioning: Psychophysiological Applications in the Community, School, Sports, and Workplace**

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. Prerequisite(s): APH 5051 or APH 5052 and APH 5101. 3 credit(s)  
Offered: Spring Semester. Course Length: 15 weeks. No RC required.

### **APH 5470 - Optimal Functioning in the Sports and Performing Arts Environment**

This course provides students with the depth of knowledge and skills needed to assess athletic performance and train athletes to recognize then correct psychological and psychophysiological barriers to optimal functioning. Students will learn to apply the principles of sports psychology to psychophysiological assessments and interventions designed to detect and rectify such problems as incorrect timing and patterns of breathing, muscle acceleration tension relationships, and stress responses having impacts on performance. Students will learn about the experimental analyses elucidating how people behave in the sports environment and ways to use this information to develop performance strategies to enhance motivation, optimize team dynamics, and minimize burnout. 3 credit(s)  
Course Length: 15 weeks. No RC required.

### **APH 5480 - Foundations of Sport and Performing Arts Physiology**

This course will cover basic concepts and knowledge utilized in applying physiological applications in sport and performing arts interventions. The course will include central nervous system, autonomic nervous system, musculoskeletal system, cardiovascular system, and respiratory system physiology. Students will master the physiological systems and discuss practical applications specific to various sports and performing arts. Students will practice specific physiological interventions and observe the effects on their own physiology. 3 credit(s)  
Course Length: 15 weeks none

### **APH 5515 - Graduate Colloquium**

The Graduate Colloquium class is a virtual online orientation to the fundamentals of graduate study and to the field of applied psychophysiology. This course is designed to support new students as they (a) articulate personal and professional aspirations and goals, (b) develop working relationships with classmates and instructors, and (c) engage in professional learning through webinars and dialogue. The online platform provides an engaging environment for the cohort to connect and learn from each other's experiences. 1 credit(s)  
Offered: FA-Term A/B, SP-Term A/B. Course Length: 15 weeks. No RC required.

### **APH 5541 - Mentoring in Biofeedback**

This course meets the mentoring requirements for certification set by the Biofeedback Certification International Alliance (BCIA). The course has three options for mentoring. One is in neurofeedback, the second is in pelvic floor disorders, and the third is in general biofeedback. Students wishing mentoring in more than one topic must purchase an additional course. Training is conducted via go to meeting so students must have (a) a computer with a video-camera and microphone connected to the web at a high enough speed to stream video (b) access to appropriate biofeedback

equipment, and (c) have completed a didactic course which meets BCIA's requirements for the topic in which they wish to be mentored. 3 credit(s)

Offered: Fall, Spring, and Summer semesters. Course Length: 12 weeks during Summer, 15 weeks during Fall and spring. No RC requirement.

### **APH 5551 - 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. Prerequisite(s): APH 5071 and APH 5101. 3.0 credit(s)

Course Length: 15 weeks. 1 day RC required.

### **APH 5561 - Quantitative Electroencephalogram as an Assessment Tool**

Quantitative electroencephalogram (QEEG) has become an important technique for psychophysiological assessment of brain-based disorders. This course covers reading and 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. Prerequisite(s): APH 5271. 3.0 credit(s)

Offered: Spring Semester. Course Length: 15 weeks. 1 day RC required.

### **APH 5571 - Heart Rate Variability Biofeedback**

This course meets the requirements for the Biofeedback Certification International Alliance "certificate of completion" in heart rate variability (HRV). The course emphasizes methods for evaluation and training of autonomic nervous system quieting through heart rate variability biofeedback training. HRV biofeedback has been demonstrated by extensive research to provide therapeutic benefits for a growing number of medical and mental health disorders. Topics covered in the course include: (1) Cardiac anatomy and physiology, (2) Respiratory anatomy and physiology, (3) Autonomic nervous system anatomy and physiology, (4) Heart rate variability psychophysiology, (5) biofeedback instrumentation, (6) measurement, (7) biofeedback training strategies, and (8) clinical applications. Prerequisite(s): APH 5101. 3 credit(s)

Offered: alternate Fall semesters. Course Length: 15 weeks. No RC required.

### **APH 5594 - Advanced Hypnosis**

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. Prerequisite(s): APH 5620 Basic Training and Education in Hypnosis and APH 5625 Intermediate Training and Education in Hypnosis 3 credit(s)

Offered: Every term. (Offering depends upon enrollment numbers.) Course Length: 8 Weeks. No RC.

### **APH 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 credit(s)  
Offered: Every term. (Offering depends upon enrollment numbers.) Course Length: 8 Weeks No RC required

## **APH 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 current Standards of Training in Clinical Hypnosis as presented by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis.

3 credit(s)  
Offered: Fall and Spring Semesters - Term A/B. Course Length: 15 Weeks. RC Required.

## **APH 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). 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 credit(s)  
Offered: Fall and Spring Semesters. Course Length: 15 weeks. RC Required.

## **APH 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 posthypnotic 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 measures of hypnotic ability, and engages the student in discussion of ethical and appropriate uses of hypnotic techniques. Prerequisite(s): APH 5620 (or equivalent training with instructor approval) 3 credit(s)  
Offered: Fall and Spring Semesters - Term A/B Course Length: 15 Weeks. RC Required.

## **APH 5627 - Intermediate Biofeedback**

This course -- "intermediate training and education in general biofeedback" -- 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). Prerequisite(s): APH 5622 3 credit(s)

Offered: Fall and Spring Semesters. Course Length: 15 weeks. RC Required.

## **APH 5651 - 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. Prerequisite(s): APH 5101 3.0 credit(s)

Offered: Summer Semester. Course Length: 12 weeks. 1/2 day RC required.

## **APH 5701 - Practicum and Field Experience**

(Available only in those States where this is permitted.)

Students identify a clinical or applied site or sites which will provide practice opportunities for two or more of the skill areas accrued as part of their PhD degree. Students may not select a practicum which only provides experience in areas the students are already certified or in which they have already established proficiency. Students may choose up to three settings, in which they will accrue a minimum of 90 practice hours. Students are responsible for making financial and administrative arrangements with the director of each clinical setting. The staff of the setting is responsible for supervising the student's clinical work at that setting and must agree to send the Saybrook University practicum instructor a detailed report of the student's experience, number of hours spent at the site, and success at the end of the rotation. The practicum instructor meets weekly in a videoconference with students currently in practicum settings and reviews practice experiences and skills utilized by the students in the practicum setting. A learning contract and specific learning objectives for each site are developed conjointly with the student, the Saybrook practicum instructor, and the supervising professional responsible at the clinical site. The learning contract for each site must be approved in writing by the Applied Psychophysiology Department Chair before work can begin at that site. Prerequisite(s):

Students in the PhD Applied Psychophysiology, the prerequisites are APH 5051 Fundamentals of Psychophysiology and APH 5101 Psychophysiological Recording, Assessment, and Interventions

Students in the MS Psychophysiology; Science and Research Specialization, the prerequisites are APH 5051 Fundamentals of Psychophysiology and APH 5101 Psychophysiological Recording, Assessment, and Interventions

Students in the MS Psychophysiology; Optimal Performance Specialization, the prerequisites are APH 5101 Psychophysiological Recording, Assessment, and Interventions and APH 5480 Foundations of Sport and Performing Arts Physiology 3 credit(s)

Offered: Fall, Spring, and Summer semesters. Course Length: 15 weeks during Fall and Spring Semesters, 12 weeks during Summer semesters. No RC required.

## **APH 5751 - 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. Prerequisite(s): APH 5101 and permission of the APH department chair. 3.0 credit(s)

Course Length: 12 weeks during Summer semester or 15 weeks during Fall and Spring semesters. No RC required.

### **APH 5771 - Case Seminars**

Students meet by video conference call about twice per month for an hour and a half to discuss psychophysiological oriented 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. Prerequisite(s): APH 5101, APH 5271 and permission of the APH Department Chair. 3 credit(s)

Offered: Summer semester. Course Length: 12 weeks. No RC required.

### **APH 5801 - Anomalous Phenomena: Tools for Assessment and Investigation**

People in the behavioral sciences frequently encounter reports by people experiencing paranormal and transpersonal events. It is very difficult to establish the reliability of these reports. Studying this problem helps us learn how to establish the reliability of people's reports of everyday stressful, unanticipated events. It is also very difficult to assess the reliability and credibility of studies in this area without special training in common techniques for conducting such investigations. Without an understanding of the "state of the field", it is impossible to put individual reports of anomalous phenomena into context.

Topics to be covered include (1) psychophysiology of the eleven established senses (2) senses picking up inputs different from the usual (e.g. eyes responding to vibrations), (3) strategies experimenters can adopt to investigate paranormal experiences, (4) evidence supporting telepathic, clairvoyant, precognitive, and visitation experiences among human and non-human mammals, (5) studies of mystical experiences, (6) neurophysiology of consciousness and healing at a distance, (7) methods for hardening interviews of people reporting anomalous and spiritual experiences (e.g. seeing flying saucers, sea serpents, angels, dead relatives, etc.) and (8) methods for objectively assessing spiritual and anomalous experiences.

Numerous Saybrook faculty and advisors considerable with expertise in the investigation of anomalous phenomena will present on these topics with emphasis on ways to assess reports concerning them, current state of the scientific literature, and methods for investigating them. 3 credit(s)

Offered: Summer Semester. No RC requirement.

### **APH 6300 - Professional and Ethical Issues in Sports and the Performing Arts**

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organizations and associations. This course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors. Prerequisite(s): None 3 credit(s)

### **APH 6499 - Psychological Applications for Sports and Performing Arts**

This course is designed to introduce students to theory, research, and practice of sport performance enhancement for both individual and groups of performers by a variety of psychological interventions. Theoretical understanding and proficiency in the use of mental skills training techniques such as goal setting, imagery, self-talk, and arousal regulation will be a prime focus. In addition, topics such as motivation, self-confidence, and concentration will be addressed. Special attention will be given to the thorough understanding of the psychological factors necessary for optimal sport performance to aid in appropriate intervention planning.

Prerequisite(s): None 3 credit(s)  
Course Length: 15 weeks None

## **APH 8100 - Independent Study**

Students can use this course to learn anything within the realm of psychophysiology not covered by one of the psychophysiology courses. A faculty member has to agree to supervise the independent study. 1 credit(s)  
Offered: Spring, Fall, and Summer Semesters. Course Length: 12 weeks in Summer, 15 weeks in Fall and Spring. No RC requirement.

## **APH 9501 - Dissertation Preparation**

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 protocol development process from planning, writing the protocol, performing any required pilot work, and writing the protocol. This is normally a very close relationship with frequent interactions via e-mail and phone over a period of years. By the end of this course, the student's dissertation committee will have been formed, the committee will have approved the dissertation protocol, and the preliminary dissertation protocol will have been submitted to Saybrook's IRB. 3 credit(s)

## **APH 9601 - Dissertation Performance**

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 protocol development process from planning, writing the protocol, performing any required pilot work, and writing the protocol. This is normally a very close relationship with frequent interactions via e-mail and phone over a period of years. By the end of this course, the student's dissertation committee will have been formed, the committee will have approved the dissertation protocol, and the preliminary dissertation protocol will have been submitted to Saybrook's IRB. 3 credit(s)

## **Business Administration**

### **HM 6021 - Accounting for Business Leaders**

Managerial accounting helps managers make better strategic and operating decisions. While financial accounting is backward-looking, managerial accounting techniques allow managers to use financial data to make decisions that impact the future direction of the organization. This course helps managers better understand cost structures and how costs behave with changes in business activity. It helps managers manage operations better using cash budgeting techniques and variance analysis. It also helps managers better evaluate investment decisions using NPV, ROI, payback, and other performance measures. Finally, managers also learn the importance of non-financial performance measures that use operating data to align organizational behavior with corporate strategy. All these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose. Prerequisite(s): None 3 credit(s)

## **HM 6022 - Financial Strategies**

This course explores contemporary frameworks for analyzing and making financial decisions to support operations and business strategy. The student learns how organizational financial policy is developed in support of sustainable, people-centered business strategy and decision-making processes. Key aspects of fiscal practices covered in this course include managing working capital and cash flow, capital budgeting and investment decisions, and maintaining long-term capital structure. Students will examine several quantitative techniques, including discounted cash flow, cost of capital, return on investment, cash flow modeling, and managing risk in investment decisions. The course also explores important economic concepts of marginal cost/benefit, opportunity cost and Economic Value Added. Prerequisite(s): None 3 credit(s)

## **HM 6025 - Decision Models**

This course explores integration of Humanistic Principles as the guiding construct for applying cognitive science, statistical and economic methods to apply operational data to make decisions that impact organizational community strategy and performance. Students explore the different types of factors that distort operational decision-making. Students learn to recognize these potential problems to assess opportunities and develop solutions. They also learn to apply statistical and microeconomic models to evaluate their options critically when multiple courses of action are possible.

Finally, managers also learn the importance of non-financial performance measures that use operating data to align organizational strategies and effectiveness to maximize the potential for achieving the triple bottom line: Financial, Social, and Environmental Return-On-Investments (ROI). Ethical issues related to financial management practices will be threaded throughout the learning activities for this course consistent with Humanistic Management principles and practices. Prerequisite(s): None 3 credit(s)

## **HM 6026 - Marketing Planning and Organizational Strategies**

Marketing is a comprehensive process for creating, communicating and delivering a value proposition for a product or service to its target audience. This course addresses key marketing plan elements, such as mission and vision statements, product/service lines; pricing models; demand analysis and forecasting; distribution; advertising and promotions, as well as the global implications of marketing. Additionally, this course examines major forces impacting marketing strategy, such as social media marketing, guerilla marketing, consumer trends, competition, ethical and legal considerations, and regulatory demands. Topics include assessing marketing challenges, identifying opportunities at operational and strategic levels, and developing a marketing plan. All of these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose. Prerequisite(s): None 3 credit(s)

## **HM 6027 - Leadership Innovations**

This course presents a model for developing Transformational leadership skills, which enables employees and community members to take leadership roles in larger, complex organizations during times of accelerated change. The course contrasts leadership and management and provides prescriptive advice for developing leadership skills and basic management skills. Students will learn how leaders align the behaviors and actions of staff with the mission, vision, values and strategy of their organization with a focus on executing to achieve results. Through the theoretical framework of adaptive leadership, students will analyze how developing vision, mentoring, motivation, and communication skills all play a role in leading organizations through change, including the behaviors, attitudes, and perspectives that distinguish successful leaders from the less successful.

This course can be used to satisfy one of the choice requirements for the Mindfulness Applications Certificate. Prerequisite(s): None 3 credit(s)

## **HM 6028A - Capstone Experience in Integration**

This course serves as a graduated capstone to the MBA program and integrates tools and concepts central to transformation as a community business leader. Students identify strategic issues in a variety of functional areas, select the most appropriate tools and concepts from the core curriculum, and apply them to design effective community and organizational changes. Students are presented with a strategy-based problem and are tasked to design a series of humanistic solutions and a clear executable plan aligning the work setting with the strategy. The learning activities also include discussions based on case studies, and professional portfolio development. 1 credit(s)

### **HM 6028B - Capstone Experience in Integration**

This course serves as a graduated capstone to the MBA program and integrates tools and concepts central to transformation as a community business leader. Students identify strategic issues in a variety of functional areas, select the most appropriate tools and concepts from the core curriculum, and apply them to design effective community and organizational changes. Students are presented with a strategy-based problem and are tasked to design a series of humanistic solutions and a clear executable plan aligning the work setting with the strategy. The learning activities also include discussions based on case studies, and professional portfolio development. 1 credit(s)

### **HM 6028C - Capstone Experience in Integration**

This course serves as a graduated capstone to the MBA program and integrates tools and concepts central to transformation as a community business leader. Students identify strategic issues in a variety of functional areas, select the most appropriate tools and concepts from the core curriculum, and apply them to design effective community and organizational changes. Students are presented with a strategy-based problem and are tasked to design a series of humanistic solutions and a clear executable plan aligning the work setting with the strategy. The learning activities also include discussions based on case studies, and professional portfolio development. 1 credit(s)

### **HM 6029 - Operations**

Operations play a critical role in executing company strategy by integrating the diverse activities representing the productive capacity of a company to create value for customers, profit for shareholders, and other stakeholder benefits. This course presents the frameworks and models that allow mid-level managers to think strategically about operations and implement systematic, world-class solutions to increase process efficiency, productivity, quality, and speed while creating strategic "fit". Students examine organizational and analytic tools necessary to refine operational processes and develop best practices. All these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose. Prerequisite(s): None 3 credit(s)

### **HM 6032 - Human Resources in Organizations**

This course is focused on strategic human resource management and integrates talent development and transformational organizational behavior as it relates to guiding sustainable organizational performance to achieve key social and business goals. Human resource budgeting, benefits and employee wellness integrated with the exploration and execution of holistic talent management is emphasized. Included in this overview is understanding how technology plays a pivotal role (HRIS/HRMS) in human resources, as well coordinating the assessment and formulation of policies and procedures for short- and long-range human resource planning, recruiting and selection for both domestic and internal organizations.

This course can be used to satisfy one of the choice requirements for the Mindfulness Applications Certificate. Prerequisite(s): None 3 credit(s)

### **HM 6111 - Technology and Businesses**

This graduate course examines the role of information technology as a source of competitive advantage for a business. The course analyzes how information technology aligns with business strategy and achieves organization goals. From a

practitioner's perspective, the course examines managing information and related technology platforms to address key business issues. Topics include information technology's role in online and mobile commerce, privacy and data security, business process automation, and network computing. Additionally, this course reviews the ethics of information technology as well as future trends in the field. All of these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose.

Prerequisite(s): None 3 credit(s)

## **HM 6512 - Economics**

This course provides a focused and practical approach to management in continuously evolving organizational environments that are influenced by a global economy and culturally diverse employees. Students are prepared to operate effectively as global business leaders and decision-makers through an integrated analysis of how cultural variables and economic conditions influence the way business is shaped and executed. All of these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose. Prerequisite(s): None 3 credit(s)

## **HM 7070 - Qualifying Essay: Literature Review (DBA 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. 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. (Ph.D. and DBA program only) Prerequisite(s): All Pre-Candidacy coursework completed, including the advanced research course. 3 credit(s)

## **HM 7401 - Leading Organizational Change and Transformation**

This course analyzes the individual, interpersonal, and collective processes and behaviors in organizations, using an interdisciplinary approach. Students review theory, research, and practice in organizational behavior to assess situations in organizations and address contemporary managerial issues.

All of these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose. Prerequisite(s): None 3 credit(s)

## **HM 7403 - Leadership and Organizational Systems**

This course provides an in-depth presentation of the tools and techniques of management science as applied to business problems. The focus of the course is on analyzing the research of the practical value of models run by experts to provide information for managerial dashboards. Students evaluate decision support models applicable to various functional areas to increase operational efficiency.

All these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose. Prerequisite(s): None 3 credit(s)

## **HM 7408 - Organizational Design**

This course addresses planned change efforts in organizations, to support strategy and its implementation. Students research theories and models related to change and transformation and plan for local and global organizational initiatives aimed at increasing business viability. Critical thinking, design and systems thinking are applied principles in the engagement.

All these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose. Prerequisite(s): None 3 credit(s)

## **HM 7438 - Human Resource**

This course integrates theory and practice to comprehend and resolve organizational management problems using a holistic systems approach to operational analysis and application of the core humanistic principles. Students analyze the structural, human, political, and symbolic frameworks that help leaders to address a variety of organizational challenges successfully. Through a humanistic, holistic and systems approach, students develop leadership and management success and failure across various organizational settings and learn to create a balanced model for strategic decision making to attain organizational objectives. Prerequisite(s): None 3 credit(s)

## **HM 7440 - Leadership and Global Challenges**

This course provides an in-depth review of research and practice relevant to the achievement of the quadruple bottom line in rapidly evolving global conditions faced by businesses. Students assess domestic and international social, political, and economic landscapes, as well as the impact of technology on the globalized business environment. The effect of diverse values and cultures is evaluated in cross-cultural communication and business operations. Students identify trends in globalization and recommend decision-making strategies to enhance socio-economic equity and equality for participants of the supply chain as well as communities where the customers are located. Relevant research results are used to approach global leadership in humanistic management, collaboration, and workforce development in the context of socially responsible transcontinental corporations. Prerequisite(s): None 3 credit(s)

## **HM 7442 - Marketing Planning and Organizational Strategies**

This course provides an overview of contemporary marketing strategies aimed at serving the needs of the firm's clientele and stakeholders while achieving the triple bottom line. Students examine a variety of principles, theories, and practice relevant to marketing management, including trends in Internet marketing, social media, and data mining. Students explore product/service features including elements of value, pricing, promotion, and distribution. They also will analyze and apply consumer psychology, evaluating the impact of conscious and non-conscious consumer goals, motivations, emotions, attention, and perception in the consumer decision-making process. Prerequisite(s): None 3 credit(s)

## **HM 7532 - Operations and Leadership**

This course focuses on research and practices related to operations management to assess standard and innovative practices in manufacturing and service sectors. The course provides conceptual and practical application frameworks of management as well as analytical tools for the management of operations. Students assess and apply strategies focused on improving operational efficiency through strategic resource allocations, increased infrastructural efficiencies, and integration of modern technologies in business operations. Relevant research and ethical considerations are included in decision-making. All of these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose. Prerequisite(s): None 3 credit(s)

## **HM 7536 - Management Consulting**

This course examines the consulting process and the tools and techniques that can be used to help organizations improve performance. Students develop a range of skills required to practice consulting, through an analysis of the theoretical foundations of organizational consulting and their application to business situations. Prerequisite(s): None 3 credit(s)

## **HM 7538 - Social Innovation and Entrepreneurship**

Applying tenants of innovation and systems thinking, organizational products and services are evaluated and designed to attain the greater good. Stakeholder engagement and consideration is key in the development of an entrepreneurial



spirit. Emergent models of financing and supporting the entrepreneur are considered in the application of knowledge. Prerequisite(s): None 3 credit(s)

### **HM 7609 - Global Management Project**

This course provides the participant with a general overview of international management, including the concepts of corporate culture, integration, implementation, and globalization. The course enables students to study in another country with the guidance and supervision of a qualified faculty member, accompanied by other graduate students. Business practices, culture, customs, and trade practices unique to that country or that region will be the focus of discussion. Learning will be enhanced with business facility tours, and meeting with university professors, industry executives, and government leaders. The country is selected on the basis of prevailing student and faculty interests. Prerequisite(s): None 3 credit(s)

### **HM 7840 - Evaluating Organizational and Community Systems**

This course integrates learning drawn from a wide range of disciplines in the DBA program. It explores theory, research, and practice in global corporate and business strategies, providing students with the opportunity to gain an in-depth understanding of strategy formulation, implementation, and evaluation for optimal business results. Students develop critical and conceptual thinking skills by analyzing the interplay of industry structure, competitive environments and related advantage, organizational structure and resources, talent development, and uncertainties in a global environment. All these considerations are integrated with the notion of achieving the quadruple bottom line of enhancing the position positions of people, planet, profit, guided by purpose. Prerequisite(s): None 3 credit(s)

## **Core**

### **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. Requirements: 100 hours of practicum experience and weekly video conference participation. (Note: This course requires several weeks preparation before course begins.) Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: FA Term A/B, SP Term A/B, and SU-Term. Course Length: 16 Weeks (SU 8 weeks) No RC Required.

## **Counseling**

### **CES 7000 - Advanced Theories and Practice**

This course examines several major counseling theories in the context of counselor education and supervision. Students will have an opportunity to explore, compare, and integrate counseling theories in pedagogy and practice. Students will demonstrate knowledge and application of major theories pertaining to the principles and practices of counseling and counselor education, this will include the conceptualization of clients from multiple theoretical perspectives. 3 credit(s)

### **CES 7010 - Supervision and Consultation**

This course provides an opportunity for students to learn, synthesize, and apply knowledge of supervision theory, and the consultations process as they develop their personal style for supervision and consultation. Students will be exposed to current theories, models, and topics related to supervision and consultation. Ethical and legal issues in supervision and consultation will be addressed. This course will include an opportunity to supervise Master's level field work - under the supervision of a faculty member. 3 credit(s)

### **CES 7015 - Cultural Responsiveness and Advocacy**

This course will provide students with an opportunity to explore identity, and intersectionality a multicultural and diverse society. Emphasis will be placed on delivering culturally relevant counseling in multiple settings, conducting supervision, and conducting research. The role of racial, ethnic, and cultural heritage; nationality; socioeconomic status; family structure; age; gender; sexual identity; religious and spiritual beliefs; occupation; physical and mental status; local, regional, national, and international perspectives will be explored- as they related to individual identity, access to services, and culturally competent counseling. Finally, equity issues in counselor education programs, counseling supervision, and counseling research will be explored. 3 credit(s)

### **CES 7020 - Leadership, Advocacy, and Ethics**

This leadership focused course will focus on current issues in counseling to include the role of ethical and legal consideration in counselor education and supervision. Focus will be on theories, skills and models of leadership as well as strategies for responding to community, national, and international crises and disasters. Students will explore current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. Students must demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs and the ability to advocate for the profession and its clientele. 3 credit(s)

### **CES 7025 - Instructional Theory and Practice**

This course prepares students to teach in Counselor Education programs. Topics covered are learning theories, retention of material, motivation, classroom instructional strategies and techniques, and assessment of learning. This course will provide an overview of the history and development of counselor education with an examination of the theoretical orientation and practice skills necessary to function effectively as a counselor educator. Students will examine their personal philosophy of teaching and learning and demonstrate the ability to design, deliver, and evaluate methods appropriate to course objectives. This course will provide students with an opportunity to co-teach a course, under supervision of the course faculty member. 3 credit(s)

### **CES 7027 - Community Leadership and Engagement**

Counselor educators engage as leaders across a range of community levels (local, state, regional, national, international). During this course, students will integrate theory and practice as they engage in a community-based initiative or process with the goal of providing a tangible service while deepening their conceptual understanding and skill development related to service leadership and social change. 3 credit(s)

### **CES 7035 - Introduction to Counselor Education**

This seminar style course is designed to facilitate the student's awareness and knowledge of current issues in the field of Counselor Education. Students will discuss and present current issues in the field, providing a format for debate and discussion. The course will increase the student's awareness of the areas of social and educational change. This course will have a synchronous meeting component. 3 credit(s)

### **CES 7045 - Research and Publication Seminar**

This course examines advanced topics and controversies in qualitative and quantitative counseling research; this integration of theoretical with applied counseling material will augment the department's standard doctoral research offerings. Special focus on the process of taking a manuscript from conceptualization through publication will be discussed, and students will engage in completing a journal manuscript and conference proposal draft. 3 credit(s)

### **CES 7050 - Quantitative Research Methodology**

This course examines advanced quantitative research models and methods of instrument design such as experimental and quasi-experimental designs to include application of advanced quantitative research skills, evaluation of research proposals from human subjects/institutional review board reviews, application of professional writing for journal and newsletter publication, and appropriate conference proposal procedures. Students will demonstrate knowledge through application of quantitative research questions appropriate for professional research and be introduced to writing for publication. This course will also address ethical and diversity issues involved in research design, measurement, implementation, and generalization of findings. 3 credit(s)

### **CES 7055 - Qualitative Research Methodology**

This course examines qualitative research design and the development of advanced level qualitative research skills. Explores and contrasts philosophical assumptions of qualitative and quantitative research. Areas of emphasis include methodologies, such as grounded theory, ethnographic, and phenomenological and other emergent research practice and processes. Students will develop competencies in qualitative data collection, analysis, and oral and written data presentation. Various methods and approaches to qualitative research are reviewed. 3 credit(s)

### **CES 7060 - Advanced Statistics**

This course examines univariate and multivariate statistics most frequently used in counseling research. Students will learn how to read and interpret these statistics in published research as well as how to apply them to the analysis of their own research projects. Students will learn how to select the appropriate statistical analyses, collect data in a controlled manner, analyze the data, and interpret the results. This course emphasizes skill in the application of advanced statistical techniques to social science research, interpreting results of statistical analyses, and data analyses and presentations. 3 credit(s)

### **CES 7065 - Advanced Qualitative Research Methods**

This course provides an in-depth exploration of four qualitative research methodologies. Advanced topics in qualitative research are considered in order to foster critical thinking skills and to inform a long-term research agenda. Epistemological assumptions, theoretical considerations, data collection, and analytic procedures for grounded theory, phenomenological, narrative, and ethnographic research designs are reviewed. Additionally, this course covers coding processes, lived experience descriptions, the use of photos in data collection, field notes, and autobiographical writing, and other data sources. 3 credit(s)

### **CES 7070 - Advanced Practicum**

This advanced supervised practicum in counseling will enable doctoral-level students to develop and/or refine advanced counseling skills and conceptually link counselor practice and supervision. The doctoral practicum focuses on additional supervised clinical counseling experience beyond the supervised experience completed in the student's master's degree program. Students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with the faculty advisor. Students will participate in bi-weekly group supervision with a faculty member and other practicum students. 3 credit(s)

## **CES 7075/7080 - Advanced Internship I/II**

Students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy). The 600 credit hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training. The doctoral-level internship will consist of providing individual and group supervision to master's level students, teaching and/or co-teaching master's level counseling courses, and participating in professional activities related to counselor education. If doctoral students have had limited clinical counseling experiences prior to beginning their doctoral work, they may also be required to complete credit hours in a counseling setting to gain more counseling experience. (6 total semester credits) 6 total semester credits credit(s)

## **CES 7085 - Comprehensive Exam**

The Comprehensive Exam is completed in two parts: Written Comprehensive Exam: students may register for and take their comprehensive exam starting in the second semester of their second year of the program. It is at that point that most of the academic coursework is complete. The exam is project-based and includes the following: Students will create a community or agency-based project that includes a combination of their teaching, research, and advocacy philosophy. This project can be theoretical or could be part of their Internship coursework. Oral Comprehensive Exam: the student will submit their project to their dissertation committee for review. The committee will then schedule an oral exam. During the oral exam, the student will present their project, along with a description of their growth and development as a counselor educator. Part of this oral exam will be to explore the next steps of the project- which could include incorporating the work into Internship, or into dissertation research. 0 credit(s)

## **COUN 1023 - Understanding Research and Evaluation**

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 credit(s)

## **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 credit(s)

## **COUN 2025 - Counseling Theories**

This course surveys "schools" or groups of theories and developments in therapeutic interventions. Theorists associated with each school illustrate differing approaches in psychotherapy. The course explores four broad categories of psychotherapy: psychodynamic; behavioral and cognitive-behavioral; existential, humanistic, and transpersonal; and systems and family systems approaches. The course surveys the history and development of these perspectives toward human nature, psychological health, normal development, psychopathology, and approaches to intervention. 3 credit(s)

## **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 credit(s)

## **COUN 2050 - Psychopathology and Diagnosis**

This course provides a critical overview of diagnosis and the DSM with attention to historical perspectives that shaped the current understanding of psychopathology. Topics in this course are approached through development, biological, trauma-informed, and culturally responsive lens. This course provides the necessary skills to understand and identify the etiology, symptoms, and DSM criteria necessary to make ethical and culturally responsive diagnosis. Diagnosis and treatment planning take into account working within continuums of care and interfacing with health systems. Prerequisite(s): COUN 2650 Professional Orientation and Ethical Practice 3 credit(s)

## **COUN 2060 - Human Sexuality**

This course explores human sexuality through a holistic wellness model including developmental, psychological, physiological, relational, and cultural contexts. Students develop awareness of biases and stigma towards sexuality within themselves, the field of counseling, and socio-cultural contexts. Emphasis is placed on understanding the diversity of human sexual experience as well as gender and sexual/affectional identity with individuals and in relational structures. Students develop skills to assess and treat sexual dysfunction as well working with clients through a positive sexuality lens. 3 credit(s)

## **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 credit(s)

## **COUN 2505 - 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 credit(s)

## **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

Clinical Skills" and "Structures and Dynamics of the Family." Prerequisite(s): COUN 2010 Structure & Dynamics of the Family 3 credit(s)

### **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 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 may be applied in a group context within a humanistic framework. Prerequisite(s): COUN 2500 Basic Counseling Skills 3 credit(s)

### **COUN 2531A - Group Lab**

This group lab is a 10-hour group experience that is a companion to the Group Counseling and Psychotherapy course. 0 credit(s)

### **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 school and community agencies and clinical practice settings. 3 credit(s)

### **COUN 2555 - Advanced Child and Adolescent Therapy**

This course is designed for study in greater depth of major theories of child and adolescent development and relevant lifespan issues arising in these formative years. The course emphasizes clinical skills and therapeutic interventions for working with children, adolescents and their families in clinical, school, and community settings. Prerequisite(s): COUN 6020 Lifespan Development 3 credit(s)

### **COUN 2560 - Cultural Humility and Responsiveness**

This course prepares students to engage in cultural humility and develop the skills necessary for culturally responsive counseling practice. Students develop knowledge and awareness of how White supremacy, oppression, and liberation affects clients' lived experiences and can be addressed in the counseling profession. Cultural identity is explored from an intersectional lens to include but is not limited to race, ethnicity, immigration, disability, gender, sexual/affectional, spirituality/religion, and social class. This course provides the foundation for understand one's own cultural identity and positionality as a counselor as well as how to apply cultural-centered and liberation-focused modalities within the counseling process. Students develop the necessary skills for social action and advocacy to address the barriers of racism, systemic oppression, and White supremacy that impede client progress and wellness. 3 credit(s)

### **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 credit(s)

### **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 responsiveness 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 working in clinical settings and in disaster response. Students develop skills in assessment and intervention for suicidal ideation and other crisis scenarios. 3 credit(s)

### **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 credit(s)

### **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 credit(s)

### **COUN 8152 - Practicum**

This is the first of three required 3-unit courses that introduce the student to field placement training. Both the approved field placement and the practicum course enrollment are required. Practicum 1 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 1 focuses on professional development important for beginning therapists. Students share from their practicum experience, drawing on their practicum reflections, individual and group exercises, and regular on-line threaded discussions. Students develop case formulations to recognize issues in assessment, evaluation, and diagnosis, and review treatment models, interventions, and therapeutic outcomes. 3 credit(s)

### **COUN 8153 - Internship 1**

This is the second of three required 3-unit courses that continue the field placement training. Both the approved field placement and the internship course enrollment are required. Internship 1 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. Internship 1 focuses on professional development important in issues in cultural and spiritual diversity. Students share from their internship experience, drawing on their internship reflections, individual and group exercises, and regular on-line threaded discussions. Students develop case formulations to recognize issues in assessment, evaluation, and diagnosis, and review treatment models, interventions, and therapeutic outcomes. 3 credit(s)

### **COUN 8154 - Internship 2**

This is the third of three required 3-unit courses that continue the field placement training. Internship 2 is designed to refine clinical skills in treatment formulation, evaluation of outcomes, and professional standards in documentation in clinical work. The course provides an arena in which to compare and contrast field placement experiences with other students. Internship 2 focuses on professional development important in issues in cultural and spiritual diversity. Students share from their internship experience, drawing on their internship reflections, individual and group exercises, and regular on-line threaded discussions. Students develop case formulations to recognize issues in assessment, evaluation, and diagnosis, and review treatment models, interventions, and therapeutic outcomes. 3 credit(s)

### **COUN 8155 - Internship 3**

This course is required for those students continuing in internship placement sites needing to obtain additional supervised clinical hours. Both the approved field placement and internship course enrollment are required. Internship 3 is designed to refine clinical skills in treatment formulation, evaluation of outcomes, and professional standards in documentation in clinical work. The course provides an arena in which to compare and contrast field placement experiences with other students and receive individual and group supervision during the time the student is completing field-placement hours. This internship course is required for those trainees who continue field-placement supervision to accrue pre-degree internship hours. 3 credit(s)

### **COUN 8156 - Clinical Inter-Session**

This course is required for those students continuing in field placement sites during the Summer Inter- Session and between Fall and Spring semesters. Both the approved field placement and course enrollment are required. The Clinical Inter-Session is designed to refine clinical skills in treatment formulation, evaluation of outcomes, and professional standards in documentation in clinical work. The course provides an arena in which to compare and contrast field placement experiences with other students and receive individual and group supervision during the time the student is completing field-placement hours. This course is required for those trainees who continue field-placement supervision to accrue pre-degree practicum hours. 0 credit(s)

## **Creativity Studies**

### **CIL 4500 - Introduction to Creativity, Innovation and Creative Leadership**

The connections between the constructs of creativity, innovation and creative leadership are studied in relation to socio-cultural influences, gender, organizational structures and through a lens of transformational and transactional leadership. The course examines creative process models, innovative product development and acquisition along with creative leaderships models. Imagery and symbolization, intrapsychic experience, and aesthetic issues are explored inclusive of art based research. The most recent literature and research related to each construct individually and collectively are reviewed and critiqued. 3 credit(s)

### **CIL 4510 - Applications of Creativity, Innovation and Creative Leadership**



This course is designed to assist with deeper transfer of knowledge from the theoretical to the applied aspects of utilizing creative process and developing real life projects that test currently accepted models. Creative leadership is put into practice through group activities and tap into the practical function and use of both transformational and transactional conceptualization. As a post pandemic society, the utilization of complex and effective problem-solving strategies is integral and our survival as a species will require answers to new challenges for individual and international relationships, ecology, economy, education, health, legal system, population growth, the arts, technology, workplace etc. The development of these concepts in tandem with humanistic and transpersonal psychological tenets will allow for key skill development and marketability that respond to globalized needs. Enhancing knowledge about creativity, innovation and creative leadership will lead to more fruitful research ideas and exploration, potentially closing essential gaps across the literature. 3 credit(s)

### **CIL 4530 - Creativity, Individuation and Depth Psychology**

This experiential eight-week course will explore the depth psychological journey of creativity and individuation. According to Carl Jung, individuation is the process of becoming a separate, whole self that each of us experiences during the course of our lives, as we move through the stages of child and adult development. It involves the fundamentally creative process of incorporating unconscious material into consciousness and integrating the various strands of our being in a process of discovery and self-realization that in turn motivates and informs our creative work. The course will review how specific depth psychological concepts relate to creativity and the creative process including individuation, alchemy, active imagination, the unconscious, and the hero's journey. 3 credit(s)

### **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 credit(s)

### **CS 3160 - Personal Mythology and Dreamwork**

In this potentially life-transforming course you will learn what is meant by the term personal mythology. You 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. You will be introduced to the primary factors that seem to be responsible for the development of particular personal mythologies, for example, 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 credit(s). Cross-listed with CSH 3160 & EHP 3160 3 credit(s)

### **CS 3240 - Advanced Topics in CSH and CS**

This course explores advanced and special topics of interest to students related to studies in consciousness, spirituality integrative health, and creativity studies. The course is in seminar format where, with instructor's approval, students select their topic and create clear learning objectives. With ongoing feedback from the instructor and other students, each student then develops and presents to the group an annotated bibliography and a final paper on the topic chosen and guided by one's objectives. 3 credit(s)

### **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. The poet Rilke put it this way:

... *Once* everything, only *once*. *Once* and no more. And we, too, *once*. Never again. But having been *this once*, even though only *once*: having been on earth does not seem revocable.

It is precisely this sense of impermanence, of evanescence, of life's ultimate mystery and the potential beauty therein that will serve as our curricular touchstone. "It is not possible," mused the ancient philosopher Heraclitus, "to step twice into the same river." 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 credit(s)

## **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 credit(s)

## **CS 4510 - Perspectives in Creativity**

This course is designed to deepen the understanding of creativity and utilize newly learned insights to enhance 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.

We advocate that human creativity is universal, and can be developed across multiple modalities and different ways of knowing. Creativity can also enhance the qualities of and offer benefits for the health of individuals and cultures (Goslin-Jones & Richards, 2018; Richards, 2018).&nbsp;What is valuable and transformational varies in different fields and circumstances. There is an 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, economy, education, health, legal system, population growth, the arts, technology, workplace etc. Prerequisite(s): Successful completion of CS 4500 - Dimensions of Creativity 3 credit(s)

## **CS 4520 - Art and Healing**

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 credit(s)

## **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 credit(s)

## **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 credit(s)

## **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. Though open to all students, 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 EHP 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s)

## **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 credit(s)

## **CS 5000 - Interdisciplinary Foundations for Vibrant Longevity, Part 1**

This course will examine theoretical considerations and interdisciplinary research in, as well as evidence-based foundations for, healthspan and vibrant longevity. It will assist students with exploring healthful and vibrant longevity as a biopsychosocial-spiritual phenomenon; as a creative architectural design; and as a meaning-making process, practice, path, and destination. Importantly, this course is designed to (a) enrich students' scholar-practitioner knowledgebase, vision, values, goals, experiential insight, and self-care and (b) galvanize their emergent/emerging interests germane to contemplating, cultivating, and supporting healthful longevity. Prerequisite(s): NONE. 3 credits. Cross-listed with CSIH, PSY, EHP, and MBM. 3 credit(s)

## **CS 6606 - Introduction to Expressive Arts**

This course provides an introduction to Expressive Arts approaches, paradigms, and theoretical concepts that aid in developing multi-modal fluency for the purposes of self-discovery. The expressive arts therapist, consultant, or educator combines and integrates visual arts, movement, drama, music, writing, and other creative processes to foster growth and transformation with individuals and groups. Person-Centered Expressive Arts and The Creative Connection® developed by Natalie Rogers will be explored through personal process, discussion, and readings. The course includes a peer coaching process using expressive arts and requires attendance at a 2-day experiential expressive arts workshop offered at the Saybrook RC (3 credits) 3 credit(s)

## **CS 7067 - Creativity at Work**

This course provides students an understanding of both the theoretical and practical applications of creativity at work. Organizational leaders and consultants, psychologists, educators, and others who work in organizations will evaluate, discuss, and apply research-based knowledge regarding individual, group, and organizational creativity. Topics covered include exploration of creativity within individual and group creativity, creative leadership, entrepreneurship, innovation, systems perspective, and organizational creativity. Subtopics include appreciative Inquiry, authentic leadership, diversity, group flow, meaning at work, social media, and Theory U. 3 credit(s)

## **CS 8151 - Creativity Studies Capstone Project**

In this course students will critically examine, analyze, synthesize, and creatively apply theoretical and practical knowledge obtained through the previous coursework in their CS certificate program. The Creativity Studies Certificate Capstone Course requirements are fulfilled through the following options: scholarly writing, a professional presentation, a creative project, and/or creating a new product. Suitable options include those that do not require IRB approval. All options should be discussed with and approved by the course instructor and the Creativity Studies Specialization Coordinator at the beginning of the semester. This course is designed to galvanize and to capitalize upon the student's professional goals, interests, knowledge, experience, and aspirations. 3 credit(s)

## **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.

Prerequisite(s): Open only to students pursuing a Creativity Studies certificate. 1 credit(s)

## **Consciousness, Spirituality, and Integrative Health**

### **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 credit(s)

### **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 credit(s)

### **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 credit(s)

### **CSIH 3160 - Personal Mythology and Dreamwork**

In this potentially life-transforming course you will learn what is meant by the term personal mythology. You 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. You will be introduced to the primary factors that seem to be responsible for the development of particular personal mythologies, for example, 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. Cross-listed with CS 3160 and EHP 3160. 3 credit(s)

### **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 credit(s)

### **CSIH 3200 - Seminar in Consciousness, Spirituality, and Integrative Health**

This course provides an introduction to the primary themes in consciousness, spirituality, and integrative health. The course includes studies in Transpersonal Psychology as an important way to address these themes. 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 credit(s)

### **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 credit(s)

### **CSIH 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. Cross-listed with EHP, PSY, and TSC 3 credit(s) 3 credit(s)

### **CSIH 3230 - Special Topics in Spiritual Direction**

This course explores topics related to spiritual direction (often called spiritual guidance) as a profession and as a support to other professions. 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. Appropriate topics include models of spiritual development, discernment processes, and case studies in spiritual direction. 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 is learning objectives. 3 credit(s)

### **CSIH 3240 - Advanced Topics in CSIH and CS**

This course explores advanced and special topics of interest to students related to studies in consciousness, spirituality integrative health, and creativity studies. The course is in seminar format where, with instructor's approval, students select their topic and create clear learning objectives. With ongoing feedback from the instructor and other students, each student then develops and presents to the group an annotated bibliography and a final paper on the topic chosen and guided by one's objectives. Cross-listed with CS 3240. 3 credit(s)

### **CSIH 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 credit(s)

### **CSIH 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 credit(s)

### **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 credit(s)

## **CSIH 4050 - Integrative Health Psychology**

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 emphasizes a biopsychosocial-spiritual-cultural approach to health. We will review a variety of topics, including: lifestyle changes; coping with chronic pain; addressing health anxiety; chronic health conditions; health disparities; and healthcare systems. Students will explore the reciprocal relationship between psychological and medical health. This course is cross-listed as PSY4050. (3 credits) 3 credit(s)

## **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 credit(s)

## **CSIH 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. Cross-listed with CS 4520. 3 credit(s)

## **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. Though open to all students, 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 Psychology, Religion, and Spirituality in Their Cultural Contexts  
3 credit(s)

## **CSIH 5000 - Interdisciplinary Foundations for Vibrant Longevity, Part 1**

This course will examine theoretical considerations and interdisciplinary research in, as well as evidence-based foundations for, healthspan and vibrant longevity. It will assist students with exploring healthful and vibrant longevity as a biopsychosocial-spiritual phenomenon; as a creative architectural design; and as a meaning-making process, practice, path, and destination. Importantly, this course is designed to (a) enrich students' scholar-practitioner knowledgebase, vision, values, goals, experiential insight, and self-care and (b) galvanize their emergent/emerging interests germane to contemplating, cultivating, and supporting healthful longevity. Prerequisite(s): NONE. 3 credits. Cross-listed with PSY, EHP, CS, and MBM. 3 credit(s)

### **CSIH 5510 - Imagery for Health**

This course presents the use of imagery in traditional healing practices, and the contemporary applications of applications in healthcare. Students will review the literature and examine the evidence supporting the benefit of imagery on immune function, neurochemistry, and on medical illness. Throughout the course, students will utilize imagery as a diagnostic tool; as a medical rehearsal for coping; and as a therapeutic tool for promoting health, healing, psychospiritual wellness, and a sense of wholeness. 3 credit(s)

### **CSIH 5569 - Consulting Skills**

The professional consultant in health care exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role inspiring a process of transformational change. Professional consultants may work in major university medical centers and hospital systems, corporate medical clinics and health systems, corporate wellness programs, 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, HR manager, counselor, coach, or leader. An essential skill is to recognize the critical moment when a human system is ready for a change process. This course takes a humanistic approach to consulting practices: Open, positive inquiry is the primary method of consultation, with an emphasis on establishing mutual respect, equality, and joint responsibility for outcomes. The consultant facilitates a process of discovery and learning during which the client decides future directions and actions for the organization. Cross-listed with MBM 5569. 3 credit(s)

Course Length: 15 weeks

### **CSIH 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. Prerequisite(s): CSIH 5620 Basic Training and Education in Hypnosis and CSIH 5625 Intermediate Training and Education in Hypnosis 3 credit(s)

### **CSIH 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). Cross-listed with APH 5620. 3 credit(s)

## **CSIH 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). 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. Cross-listed with APH 5622. 3 credit(s)

2-day RC Required.

## **CSIH 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 posthypnotic 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. Cross-listed with APH 5625. Prerequisite(s): CSIH 5620 Basic Training and Education in Hypnosis (or equivalent training with instructor approval) 3 credit(s)

## **CSIH 5628 - Evidence-Based Coaching**

This course presents a comprehensive overview of the foundational coaching competencies and skills as defined by the International Coach Federation (ICF) and the National Board for Health and Wellness Coaching (NBHWC). Throughout the duration of the course, students will (a) learn about the similarities and differences between coaching, counseling, and consulting; (b) apply the coaching framework and skills to facilitate effective coaching conversations and processes; (c) review the theories and evidence-based approaches that support the coaching process and its outcomes; and (d) discuss career opportunities within the coaching profession. This is the first of three required courses in the *Integrative Wellness Coaching Certificate* program. 3 credit(s)

## **CSIH 5635 - Spirituality and Health**

This course presents the principles and skills of spiritual and religious practices, ceremony, and ritual in whole person integrative healthcare. Within this context, students will explore the historical, cultural, and individual belief systems, and explain how these factors impact individual health outcomes and wellbeing. The experiential component of the class introduces several techniques that can be used to deepen self-awareness and commitment to a personal spiritual practice as well as to create a ritual ceremony of healing. 3 credit(s)

## **CSIH 5645 - The Human Energy Field and Energy Medicine**

This course explores health and healing from an energetic perspective that has roots in ancient healing practices. Today energy medicine, which involves sensing the human energy field and applying low-level energetic therapies, is experiencing rapid growth, including a proliferation of novel energetic therapies. An overview of the human energy field, the scientific foundations of energy medicine, and key energy medicine modalities, diagnostic and therapeutic, are the main themes of this course. The course will cover the main systems of energy medicine from indigenous medicine, including hands-on and distant healing; the energetics underlying Oriental medicine; homeopathy; healing with light; as well as philosophical concepts of life energy. We will also examine some contemporary modalities and their foundations including pulsed electromagnetic field applications; phototherapy; as well as the measurement of subtle energies and the health effects of electromagnetic pollution. The course also includes an experiential component of incorporating energy medicine modalities into enhanced self-care. 3 credit(s)

## **CSIH 5655 - Mindfulness, Meditation, and 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 credit(s)

## **CSIH 5681 - Psychophysiology of the Human Stress Response**

This course introduces the basic principles of psychophysiology as they relate to several systems in the body. Students will critically review the science underlying the human stress response and the impact on the nervous, cardiovascular, gastrointestinal, and immune systems. Students will also examine various research strategies used to investigate the complex interactions throughout the body, including the use of psychophysiological monitoring, neuro-imaging, and biological markers. Cross-listed with MBM 5681. 3 credit(s)

## **CSIH 5700 - Foundations of Lifestyle Medicine**

This course presents a comprehensive overview of lifestyle medicine and optimizing pathways toward greater wellbeing. As a foundations course, students will be introduced to holistic approaches to assess various dimensions of personal wellness. Each week, students will explore a new dimension of wellness by reviewing and critiquing literature and assessment in positive health, lifestyle medicine, health promotion, and cultural humility and sensitivity. This class is fundamental for students preparing for a career in wellness coaching and consulting. 3 credit(s)

## **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. Cross-listed as TSC 6560. 3 credit(s)

### **CSIH 8151 - CSIH Capstone Project**

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 CSIH co-directors in order to identify a Saybrook faculty liaison. Prerequisite(s): Open only to students pursuing a CSIH certificate. 3 credit(s)

### **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. Prerequisite(s): Open only to students pursuing a CSIH certificate. 1 credit(s)

## **Existential, Humanistic, and Transpersonal Psychology**

### **EHP 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 with PSY 1080 - History and Systems of Psychology. 3 credit(s)

### **EHP 2000 - Foundations of Existential and Humanistic Psychology**

This course provides an overview of existential and humanistic psychology including its history and origins, its current manifestations, its contributions to various aspects of psychology including clinical practice, its critiques, and its possible future. Saybrook University has played an important role in the development and advancement of humanistic and existential psychology, and it remains a leading force in these fields. Special consideration is given to the relevant history of Saybrook University in these movements. Additionally, consideration of other important organizations in humanistic and existential psychology are considered. 3 credit(s)

### **EHP 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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **EHP 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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **EHP 2048 - The Psychology of Ernest Becker and Terror Management Theory**

Ernest Becker was a visionary scholar whose scholarship, particularly that on death, meaning, and culture, greatly impacted existential-humanistic psychology. The development of Terror Management Theory (TMT) as an experimental social psychology was derived largely from Becker's ideas. This course begins with a focus on the essential writing of Ernest Becker and his influence on existential-humanistic psychology. Next, the course delves into an overview of Terror Management Theory. Students are encouraged to consider applications and critiques of Becker's work and TMT, including critiquing TMT from Becker's own writing. 3 credit(s)

### **EHP 2055 - Existential Psychology, Philosophy, and Literature**

Existential psychology emerged, in part, from existential psychology. Throughout its development, the various approaches to existential psychology have been profoundly influenced by philosophy and literature. This course helps students develop a deeper foundation for their psychological theory and application through exploration of the philosophical and literary roots of the existential psychology movement. The course will include discussion of the influential philosophers including Nietzsche, Kierkegaard, Sartre, Heidegger, and Hegel, amongst others. From the literary perspectives, the contributions of Camus, Kafka, and Dostoyevsky are reviewed. Contemporary philosophical and literary perspectives will also be considered. While all students will be introduced to both literary and philosophical perspectives, after the initial introduction students can elect to focus primarily on literature or philosophy for the final portion of the course. 3 credit(s)

### **EHP 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 credit(s)

### **EHP 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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **EHP 3160 - Personal Mythology and Dreamwork**

In this potentially life-transforming course you will learn what is meant by the term personal mythology. You 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. You will be introduced to the primary factors that seem to be responsible for the development of particular personal mythologies, for example, 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. Cross-listed with CS3160 & CSIH 3160 3 credit(s)

### **EHP 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 cultural history and 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, intersectional, 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 narrative and 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. Though open to all

students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **EHP 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 as 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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **EHP 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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **EHP 3515 - Foundations of Phenomenological and Hermeneutical Psychology**

Phenomenology was influential on the development of existential philosophy and psychology, and is often considered a foundational to contemporary existential and humanistic psychology. This course begins with an overview of phenomenological philosophy and psychology, then utilizes this foundation to consider a critique of contemporary mainstream psychology. The scholarship of Husserl, Heidegger, and Giorgi will be considered. Hermeneutics, which comes from Greek ἐρμηνεύς (ermēneús, "translator, interpreter"), is the theory of textual interpretation. Hermeneutics has been influential on qualitative and humanistic perspectives in psychology. The second part of this course examines how hermeneutics relates to psychology, and considers the influences of Ricoeur, Habermas, and Zahavi, among others. Additionally, the course will compare and contrast phenomenological and hermeneutic approaches to psychology and psychological research. 3 credit(s)

### **EHP 3520 - Existential and Multicultural Perspectives on Death, Loss, and Meaning**

Death is a given for all people. How people experience death-facing their own and facing the death of others-is strongly influenced by culture. This course addresses the universal (i.e., existential) and particular (i.e., cultural and personal) aspects of death and meaning. Important existential perspectives, such as Ernest Becker and Irvin Yalom, will be considered along with various cultural approaches to death and meaning. Consideration is given to how those in the helping professions can help individuals facing their own death or the death of loved ones in a culturally sensitive manner. 3 credit(s)

## **EHP 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 credit(s)

## **EHP 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. 3 credit(s)

## **EHP 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. Though open to all students, 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 credit(s)

## **EHP 5000 - Interdisciplinary Foundations for Vibrant Longevity, Part 1**

This course will examine theoretical considerations and interdisciplinary research in, as well as evidence-based foundations for, healthspan and vibrant longevity. It will assist students with exploring healthful and vibrant longevity as a biopsychosocial-spiritual phenomenon; as a creative architectural design; and as a meaning-making process, practice, path, and destination. Importantly, this course is designed to (a) enrich students' scholar-practitioner knowledgebase, vision, values, goals, experiential insight, and self-care and (b) galvanize their emergent/emerging

interests germane to contemplating, cultivating, and supporting healthful longevity. Prerequisite(s): NONE. 3 credits. Cross-listed with CSIH, PSY, CS, and MBM. 3 credit(s)

## **EHP 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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

## **EHP 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 EHP Specialization in order to identify a Saybrook faculty liaison. Prerequisite(s): Open only to students pursuing an EHP certificate. 3 credit(s)

## **EHP 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. Prerequisite(s): Open only to students pursuing an EHP certificate. 1 credit(s)

## **Integrative Functional Nutrition**

### **IFN 5514 - Virtual Community in Nutrition**

This semester-long course introduces students to Saybrook University, the Integrative & Functional Nutrition Program, and each other. Students will become acclimated to Saybrook's on-line learning environment while developing best practices for student success as they learn about a variety of topics in nutrition, health, and wellness. Through active exploration of contemporary integrative health issues, students will be challenged to question their preconceived theories, consider opposing perspectives, and theorize about topics from a more global and humanistic perspective. Prerequisite(s): None 1 credit(s)

Offered: FA-Term A/B and SP-Term A/B Course Length: 15 weeks No RC required

### **IFN 5515 - Systems Biology of Lifestyle Medicine**

Designed for nutrition professionals, this course explores the science behind functional medicine's modifiable lifestyle factors through a systems biology lens. Students learn how movement, breathing, sleep, circadian rhythms, mindfulness and environment influence human health and performance. Students will develop the skills to evaluate a patient's modifiable lifestyle factors and recommend individualized interventions as a part of a holistic care plan.

Prerequisite(s): IFN 5670 Foundations of Integrative and Functional Nutrition and IFN 5704 Anatomy and Physiology 3 credit(s)

Offered: Fall A/B Course Length: 15 weeks No RC required.



## **IFN 5520 - Nutritional Science**

This course covers the fundamentals of nutrition science, including the physiological processes of digestion, absorption, and metabolism of essential nutrients; the basic chemical structures, functions, requirements, and food sources of nutrients; and the causes and consequences of nutrient deficiencies and toxicities. This course meets the IFN department's Nutrition Science requirement for those who have not had at least three credits of a college or graduate-level nutrition science course prior to admission. Prerequisite(s): None 3 credit(s)

Offered: FA-Term A and SP-Term A Course Length: 7 weeks No RC required

## **IFN 5522 - Nutritional Genomics**

Nutritional Genomics personalizes and individualizes nutritional strategies based on a person's unique DNA map (gene variants) which can affect a person's nutrient requirements, digestion, absorption, and utilization of constituents found in foods. This course 1) differentiates between genetic mutations versus gene variants, 2) examines how a gene variant can either up-regulate or down-regulate gene expression and its impact on metabolic function, 3) studies the clinical interaction(s) between gene variants and macro- and micro-nutrients using a polygenic model and, 4) illustrates using case histories and functional medicine biomarkers how the results of nutritional genomic testing optimizes cellular biochemistry, metabolic pathways, and biological systems, preventing chronic diseases such as heart disease, osteoporosis, immune dysregulation and cancer. Additionally, this course identifies methods to determine which nutritional genomic testing company is best for your needs. Prerequisite(s): IFN 5688 Advanced Nutritional Biochemistry--Macronutrients and IFN 5689 Advanced Nutritional Biochemistry--Micronutrients 3 credit(s)

Offered: FA-Term A/B Course Length: 15 weeks No RC required

## **IFN 5611 - Therapeutic Diets and Menu Planning**

This course explores the use of whole foods, traditional dietary patterns, and therapeutic meal plans to prevent and treat health concerns. Students learn when and how to apply the science of "food as medicine" by reviewing research supporting health outcomes from therapeutic diets. Students develop, analyze and share practical whole-foods based menus and recipes that comply with the dietary instructions of restrictive diets, exchanged-based diets, elimination diets and cultural meal patterns. Knowledge areas explored include benefits of bioactive food compounds, effects of acculturation on diet and health, sustainable food production, and economic and social constraints of healthy diets. Prerequisite(s): IFN 5520 (or evidence of college-level nutrition course) 3 credit(s)

Offered: SU-Term A Course Length: 8 weeks No RC required

## **IFN 5660 - Methods in Nutrition Research**

Nutrition knowledge is derived from an extensive, integrally related body of basic and applied research. In this course, students will develop a working knowledge of the various approaches used to study everything from cellular metabolism and systems biology to controlled intervention trials and large-scale observational studies. Students will be able to explain and compare the methods used to gather reliable data, why they are used, their limitations, and their applications. By the end of this course, students will be able to discuss the inherent challenges within this discipline and why our knowledge of nutrition will continue to evolve. Offered: Fall A/B

Prerequisite(s): RES 1500 Research Literacy for Practitioners OR RES 2100 Research Foundations and Literacy AND IFN 5520 (or proof of prior nutrition science course). 3 credit(s)

## **IFN 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 credit(s)

Offered: FA-Term A/B Course Length: 15 weeks. No RC.

### **IFN 5663 - Sports and Exercise Nutrition**

This course explores the roles of macro and micronutrients in fueling energy systems and applies this knowledge to make nutritional recommendations for physically active persons, with considerations for intense training and competition. Examination of popular performance enhancing/ergogenic aids and the fundamentals of energy balance, exercise and weight control are discussed. Prerequisite(s): IFN 5520 (or evidence of an undergraduate or graduate level nutrition science course). 3 credit(s)

Offered: SU - Term A Course Length: 8 weeks No RC requirement

### **IFN 5670 - Foundations of Integrative and Functional Nutrition**

Students taking this course will expand upon their knowledge of basic nutrition science and gain a foundational understanding of the integrative and functional approach to nutrition. The course reviews the fundamental principles and perspectives of conventional, traditional, integrative, and functional medical models to identify best practices for nutritional care. Students learn about the concepts and tools used within these practices and how they align with the integrative practitioner's goal for personalized, whole-person, relationship-centered, and environmentally sensitive care.

Prerequisite(s): IFN 5520 (or proof of previous nutrition coursework) 3 credit(s)

Offered: FA-Term A, SP-Term A Course Length: 7 weeks No RC Required

### **IFN 5673 - Integrative Approaches to the Digestive System**

Proponents of integrative and functional medicine recognize digestive health is often the necessary first step in the healing process. Nutritional interventions through food, eating, and mind/body skills are essential parts of the holistic healing process. This course will focus on the structure and function of the digestive tract and the impact and influence of food and eating on health and disease. Topics include: eating and digesting, optimal nutrient assimilation, intestinal barrier defense, the influence of gut microbiota on health, the gut-brain axis, adverse food reactions, autoimmune disorders, and other systemic illnesses and digestive diseases. Prerequisite(s): IFN 5520 (or proof of previous nutrition coursework), IFN 5704 (or proof of previous Anatomy/Physiology coursework) 3 credit(s)

Offered: FA-Term A, SP-Term A Course Length: 15 weeks No RC Required

### **IFN 5676 - Dietary Supplements and Herbal Medicine**

This course examines one of the most common modalities of integrative medicine: dietary and herbal supplements. The course provides an overview of the regulations that govern manufacturing, sales, and marketing of dietary supplements. Students will use reliable and peer-reviewed resources to critically evaluate the proposed benefits, efficacy, and safety of supplements in order to inform client recommendations. 3.0 credits.

Prerequisite(s): IFN 5520 (or proof of previous nutrition coursework) 3 credit(s)

Offered: FA-Term A/B Course Length: 15 weeks No RC required

### **IFN 5681 - Systems Biology I**

Systems Biology explains the physiology, pathophysiology and applicable biochemistry that underlie the seven core imbalances within functional medicine. Understanding the physiological systems, and how they become unbalanced, is key to identifying and supporting interventions that address chronic disease. In Systems Biology I, students explore cardiovascular function; immunity and inflammation; digestion, absorption, and elimination. They examine how core imbalances within these systems contribute to chronic conditions such as cardiovascular disease, autoimmunity, food allergy and intolerance, and gastrointestinal disorders. Prerequisite(s): IFN 5520, IFN 5688, IFN 5703 , IFN 5704 3

credit(s)

Offered: Fall A/B, Spring A/B Course Length: 15 weeks No RC required

### **IFN 5682 - Systems Biology II**

Systems Biology II is an extension of the concepts learned in Systems Biology I. In Systems Biology II, students explore the endocrine system, nervous system, musculoskeletal system, liver and mitochondrial function. They learn how core imbalances within these systems apply to chronic disorders related to blood glucose regulation, cortisol and stress response, depression, chronic pain, and fatigue.

Prerequisite(s): IFN 5520, IFN 5681, IFN 5688, IFN 5703, IFN 5704 3 credit(s)

Offered: SU Course Length: 8 weeks No RC required

### **IFN 5684 - Capstone Seminar in Integrative and Functional Nutrition**

This course is the culmination of the Master of Science in Integrative & Functional Nutrition. Students will complete a Capstone project that displays competencies in Program Learning Outcomes and demonstrates the ability to synthesize evidence to guide practice. Prerequisite(s): Must have completed all required IFN coursework for the MS IFN degree, or with approval from Director of IFN 2 credit(s)

Offered: Fall A, Spring A, Summer A Course Length: 8 weeks No RC required.

### **IFN 5686 - Functional Nutrition Laboratory Testing**

Advances in nutritional laboratory science and genetics continue to generate new methods to evaluate nutritional status. In this course, students learn how to apply functional nutrition testing to evaluate and assess core imbalances in the digestive system, immune system, blood glucose regulation and mitochondrial function, hormonal status, stress response, and mood modulation. Prerequisite(s): IFN 5681 Systems Biology I 3 credit(s)

Offered: Spring A/B Course Length: 15 weeks No RC required

### **IFN 5687 - Capstone Seminar in Integrative and Functional Nutrition**

This course is the culmination of the Master of Science in Integrative & Functional Nutrition. Students will complete a Capstone project that displays competencies in Program Learning Outcomes and demonstrates the ability to synthesize evidence to guide practice. Prerequisite(s): Must have completed all required IFN coursework for the MS IFN degree, or with approval from Director of IFN 3 credit(s)

Offered: Fall A, Spring A, Summer A Course Length: 8 weeks No RC required.

### **IFN 5688 - 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. Prerequisite(s): IFN 5520 (or documentation of 3 credits of college-level nutrition coursework), IFN 5703 (or documentation of 3 credits of college-level biochemistry or organic chemistry, IFN 5704 (or documentation of 3 credits of college-level Anatomy/Physiology). 3 credit(s)

Offered: Fall A/B, Spring A/B Course Length: 15 weeks No RC required.

### **IFN 5689 - 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. Prerequisite(s): IFN 5520 (or documentation of 3 credits of college-level nutrition coursework), IFN 5703 (or documentation of 3 credits of college-level biochemistry or organic chemistry), IFN 5704 (or documentation of 3 credits of college-level Anatomy/Physiology). 3 credit(s)  
Offered: Fall A/B, Spring A/B Course Length: 15 weeks No RC required.

### **IFN 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. Prerequisite(s): IFN 5520 (or documentation of 3 credits of college-level nutrition coursework), IFN 5703 (or documentation of 3 credits of college-level biochemistry or organic chemistry), IFN 5704 (or documentation of 3 credits of college-level Anatomy/Physiology). 3 credit(s)  
Offered: SU Course Length: 8 weeks No RC required.

### **IFN 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. IFN 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 IFN 5688 and IFN 5689 Advanced Nutritional Biochemistry Macronutrients and Micronutrients, respectively. Prerequisite(s): None. 3 credit(s)  
Offered: FA-Term B, SP-Term B, Summer A Course Length: 7 weeks No RC required.

### **IFN 5704 - Anatomy and Physiology**

This course provides a structural and functional overview of the body's organs and systems. Students will learn about the anatomical organization, physiological processes, and homeostatic mechanisms throughout the body. This course satisfies the Anatomy and Physiology basic sciences requirement for the MS and PhD programs in Integrative and Functional Nutrition, and fulfills the course prerequisite for various advanced IFN courses. Prerequisite(s): None 3 credit(s)  
Offered: SP - Term A/B, FA - Term A/B, SU Term A/B Course Length: In FA and SP:15 weeks, in SU 12 weeks No RC required

### **IFN 5705 - Psychobiology of Eating**

What to eat? When to eat? What not to eat?... The act of eating is a result of a complex interaction of biological, psychological, and social systems. For some, daily decisions about food and eating are easily made. For others, they become an arduous and challenge-filled activity. This course bridges the gap between the human physiology of nutrition and the psychology that influences our food preferences, food/mood connections, and the pathways towards disordered eating patterns. Students will develop a foundational understanding of the behavior of eating and mechanisms that help people make choices that are essential to health and well-being. It explores the continuum of eating behavior, from healthy eating practices to problematic and disordered habits, as well as identifies contributors of unhealthy eating practices and uncovers potential interventions to restore health and balance from an integrative perspective. Prerequisite(s): None. 3 credit(s)  
Offered: SP-Term B Course Length: 7 weeks No RC.

## **IFN 5900 - Integrative Approaches to Chronic Disease**

Obesity, heart disease, and diabetes are among the leading causes of morbidity and mortality, globally. In this course, students will learn about the multi-faceted causes and consequences of these conditions. Through evaluation of research, students will develop an evidence-based integrative approach to prevent and manage these chronic diseases. Prerequisite(s): IFN 5670, IFN 5688 3 credit(s)

Offered: SU - Term A Course Length: 8 weeks No RC required

## **IFN 6100 - PhD IFN Seminar**

Students enrolled in the PhD IFN seminar will develop and give professional, evidence-based presentations and respond to questions from those in attendance. Prerequisite(s): Completed 50% of coursework 1 credit(s)

Offered: Fall A/B; Spring A/B Course Length: 15 weeks No RC required

## **IFN 8100 - Independent Study in Nutrition**

This course gives students the opportunity to gain knowledge in a nutrition-related topic that is not offered through the standard curriculum. Students must propose the topic of study and explain its relevance to their degree. They must identify an instructor with subject matter expertise who is willing to supervise the work. A proposal, drafted by the student, with the course description, learning outcomes, instructional format, and assessment methods must be signed by the student and the instructor and approved by the department chair prior to registration. To pursue an independent study, students must be in good academic standing and have completed most of their required coursework. For each assigned credit unit, the student must complete approximately 45 hours of directed study. The course may be taken during any term. Prerequisite(s): Completed 50% of coursework. 1 - 4 credit(s)

Offered: Any Term Course Length: 8/16 weeks No RC required.

## **Integrative Social Work**

### **SW 1001 - Foundations of Integrative Social Work**

This course presents foundational models and concepts for an integrative social work. There are a number of competing paradigms, including: 1) integrative healthcare and integrative mental healthcare, 2) interprofessionalism and multi-disciplinary care, 3) patient-centered and person-centered social work, 4) a holistic, mind-body-spirit approach, 5) lifestyle medicine, and the 6) mindfulness and compassion-based approach. This course also examines the difference the various models make for the professional practice of social work, including clinical, administrative, and consultation work, and teaching in social work education. 3 credit(s)

### **SW 1002 - Advocacy: Social Justice and De-colonizing Approaches**

This doctoral-level course will introduce students to advocacy and social justice with the concepts and skills needed to practice integrative social work as a de-colonial praxis. This course requires a shift to a community, national, and global perspective on health and disease through the awareness of the colonization and decolonization processes. Students in this class will be prepared to lead agencies and projects impacting Indigenous communities by examining how the decolonizing approaches enhance and support their autochthony and sovereignty (self-determination). In addition, this course will enhance research in community and wider-focused intervention strategies, the development of community coalitions, community-based problem-solving, and community health intervention strategies/approaches. 3 credit(s)

### **SW 1003 - Epidemiology of Health and Disease**

This course will introduce basic principles, methods, and uses of epidemiology. This is a doctoral level course designed to introduce epidemiology, its methods and its role in public health. The course overviews fundamental epidemiologic methods used in public health research and practice. The student will be familiarized with basic measures used in describing disease frequency in populations. The course will explore descriptive and analytic approaches to the study of disease, along with a perspective on the role of epidemiologic methods in health services planning and evaluation. At the end of the course students should have a general understanding of the uses and limitations of epidemiologic inquiry. This understanding should provide the basis for applying epidemiologic concepts in work-related settings and in other courses in the social work and public health curriculum. 3 credit(s)

### **SW 1004 - Public and Community Health**

This doctoral-level course will familiarize social work students with the concepts and skills needed in public health and community health. This course requires a shift to a community, national, and global perspective on health and disease. Individual decisions are important in health and well-being, but cultural expectations, community practices, and widespread environmental factors shape individual behavior and health. Students in this class will gain understanding and develop skills in the following areas: diagnosing community-based health concerns and understanding the complexities of community, national, and global trends that impact on health. In addition, the course examines community and wider-focused intervention strategies, the development of community coalitions, community-based problem-solving, and community health intervention strategies/approaches. 3 credit(s)

### **SW 1005 - Public Policy and Social Work**

This course addresses how public policy, the public health system, and the broader health care system function to promote health and treat illness, as well as how governments function to address public health issues. Major topics addressed will include the structure and function of federal and state level public policies, the public healthcare system in the United States, how those functions are provided for by law and financed by governments; the structure of the health care delivery system and how it relates to the public health system; In addition, the course will examine public policy design and implementation and the role of social work professionals in influencing that design. 3 credit(s)

### **SW 1014 - Integrative Social Work in Palliative and End of Life Care**

This course is designed to enhance both direct advanced administrative, practice, leadership and research skills with populations served in palliative care and end of life settings. Course participation will enable the integrative social work student to become highly skilled holistic practitioners in the development of students' understanding of palliative care and the end of life process. This course aims to provide students with the skills relevant to practice with and/or on behalf of these populations and their family members, in the community setting as developing professionals who will lead supporting agencies and perform the innovative research that will contribute to sustainable physical and social environments, as well as just public and institutional policies. 3 credit(s)

### **SW 1015 - Integrative Social Work and Aging Populations**

This course is designed to enhance both direct practice and leadership skills in gerontology. Course participation will enable the integrative social work student to become highly skilled holistic practitioners in the development of students' understanding of the aging process and to provide them with the skills relevant to practice with and/or on behalf of the elderly and their family members in community settings as developing professionals who will lead supporting agencies and research to serve older adults. 3 credit(s)

### **SW 1016 - Integrative Social Work and Chronic Illness**

The major challenge for human health in the 21st century is chronic diseases and chronic conditions. This is a global problem, burdening health care systems and economies worldwide. Managing chronic illness presents a critical

challenge to the social work profession, not only because of the services required by the increasing number of chronically ill elders, but also because caregivers, too, require support. Unhealthy lifestyle factors are major contributors to the incidence of chronic conditions. Community-based public health interventions, for example, initiatives to ban tobacco and alcohol advertising, replace trans fats with polyunsaturated fats, and increase breast feeding. Students will also examine emerging evidence on the individual experience of health, illness and disease. They will also review strategies to assist individuals in modifying lifestyle, acquiring self-care skills and managing or reducing their symptoms and suffering. 3 credit(s)

## **SW 1020 - Disaster, Trauma, and Crisis Intervention**

The number of federally declared disasters - including both natural disasters and other traumatic events -- increased 40% from 2000 to 2015 (FEMA, 2016). This course overviews the role of social work as a profession in the preparation and planning for potential disasters, which can serve to reduce the negative effects of disaster. Social workers contribute to the development of family, organizational, and community response plans. Social workers play a major role in emergency responding, providing support and interventions for victims of disaster and for the healthcare workers and caregivers who are also affected by the trauma of disaster. Social workers provide self-care training, crisis intervention, trauma resolution, and referrals for long term services. Social workers also play a role in research on disasters and the effectiveness of disaster intervention and trauma resolution programs. 3 credit(s)

## **SW 1021 - Family Studies and Interventions**

The integrative social in family studies and intervention course is designed to support the student with understanding advanced theory and research methodology within a unique, client-centered ecological context. The integrative social work student will study a comprehensive range of theoretical and clinical approaches emphasizing the special needs of ethnic and multi-cultural, gay, lesbian, and transgender individuals; and single-parent and low-income families. The developing professional will lead agencies, research and academic teaching in recognizing special treatment considerations within the diverse client family delivery system 3 credit(s)

## **SW 1022 - Technology in Social Work Practice**

This course overviews the role of social work as a profession in the preparation, planning, and application of technology. As society continues to turn towards technology-based services it is essential that the social work profession develops tools, resources, and skills to address this growing need. This course will explore the ethical and legal implications of technology, application of telehealth, the impact of technology on mental health including social isolation, and the development of online social work interventions to address inequity. 3 credit(s)

## **SW 1023 - Integrative Social Work and Addiction Studies**

This course is designed to introduce students to the principles of integrative social work and addiction studies in developing advanced administrative, direct practice, research and leadership skills in aspects of functioning as a professional in the assessment and treatment of addiction studies. Topics will include but are not limited to role, setting of addiction assessment and treatment; history, philosophy, and trends in addiction studies; professional standards for addiction counselors; effects of crises and trauma-causing events on persons with addictions; self care; and ethical and culturally sensitive practice of addiction counseling. The integrative social work student will also explore competencies, credentialing, and other professional issues. 3 credit(s)

## **SW 1024 - Social Work with the Criminal Justice System and Incarcerated Populations**

This course orients students to the role of social work with incarcerated populations. Social workers have played a significant role in providing services to prisoners, since the founding of social work as a profession. Criminal justice

social work has developed as a specialty in social work practice and research. The United States has incarcerated a larger portion of its population than any other developed country. Sawyer and Wagner (2019) report that the American criminal justice system holds almost 2.3 million individuals, and significant portions of that population include mentally ill, developmentally disabled, addicted, chronically ill, and aging individuals serving long term sentences. Social workers play a role in influencing prison policies, designing programs for jail and prison populations, and delivering healthcare and social services to prisoners and their families. Students in this class will explore the social, health, and mental problems of incarcerated populations, examine how law and policies shape the incarceration process, and examine current patterns of service delivery. Students will also critically evaluate current research on incarcerated populations.

3 credit(s)

## **SW 1025 - Social Work Field Experience**

The generalist social work field experience provides supervised practice-related and/or research-focused assignments designed to develop comprehensive helping perspective and skills in working with diverse client systems: individuals, families, groups, organizations, and communities. This course includes an educationally supervised internship in a social services organization or an educational institution, either domestically (US) or internationally. 3 credit(s)

## **SW 1026 - Social Work Education**

The purpose of this course is to enable the students to critically examine seminal and contemporary works in pedagogy/andragogy. This course will seek to provide students with an opportunity to explore seminal works from a historical perspective and critically evaluate theories of teaching and learning in social work. Students will be exposed to best practices in social work education, including field education, with students from diverse and marginalized backgrounds. The content elements include underlying theories, research, practice wisdom, etc. that students will need to communicate to future students. This course is designed to have students practice on what should be helpful in thinking about issues that are central to effective teaching regardless of the practice models students will present to future students. 3 credit(s)

## **SW 1027 - Advanced Pedagogy in Social Work**

This course will give students an overview of the critical pedagogy used in teaching in social work programs at the graduate level. Although some philosophies of teaching are incorporated and resources made available, the focus will be on how to engage future social work practitioners in education. A secondary focus will be on having the student to consider the issues that will fundamentally impact their own teaching philosophy as they begin to develop. Students will explore the critical skills necessary to effectively guide students in the social work (and other professional) education arena and how to assure competence in those same students as they become clinicians. The gate-keeping functions of social work education cannot be ignored. Students will also explore anti-oppressive context focused on social justice in addition to the nuanced and complex thinking involved. Students will review the basic elements of course design, from global, over-arching goals, choosing content, creating assignments, to measuring student learning gains in knowledge, skills and values. As part of course design, students will consider a variety of teaching methods and strategies to enhance their teaching. Techniques for leading effective discussions, constructing successful group assignments, and dealing with difficult subject matter will be covered in the course. 3 credit(s)

## **SW 1028 - Health Informatics**

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 healthcare 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. 3 credit(s)

## **Integrative Wellness Coaching**

### **COA 5593 - Advanced Coaching**

In this final skills and competencies development course in the coaching curriculum, students will engage in twelve experiential coaching sessions with 2-4 practice clients. This advanced coaching course provides students with the opportunity to utilize and improve their spectrum of integrative wellness coaching skills within their specific coaching niche. Students will receive weekly faculty supervision and peer coaching support via videoconference, mentoring, and online discussions. This is the third of three required courses in the *Integrative Wellness Coaching Certificate* program. 3.0 credits.

Prerequisite(s): COA 5628 and COA 5632 3 credit(s)  
Offered: FA-Term A/B Course Length: 15 weeks. No RC.

### **COA 5628 - Evidence-Based Coaching**

This course presents a comprehensive overview of the foundational coaching competencies and skills as defined by the International Coach Federation (ICF), National Board for Health and Wellness Coaching (NBHWC), and Center for Credentialing and Education (Board Certified Coach). Throughout the duration of the course, students will (a) learn about the similarities and differences between coaching, counseling, and consulting; (b) apply the coaching framework and skills to facilitate effective coaching conversations and processes; (c) review the theories and evidence-based approaches that support the coaching process and its outcomes; and (d) discuss career opportunities within the coaching profession. This is the first of three required courses in the *Integrative Wellness Coaching Certificate* program. 3 credit(s)

Offered: SP - Term A/B Course Length: 15 weeks. RC Required.

### **COA 5632 - Intermediate Coaching**

This intermediate level coaching course is designed to strengthen the core coaching competencies taught in the foundational COA 5628 Evidence-Based Coaching course. Throughout the duration of the course, students will (a) discuss and practice intermediate coaching skills and competencies, (b) identify and use various health and wellness assessments related to coaching, (c) identify opportunities and approaches to integrate mind-body-spirit techniques within coaching sessions, (d) strengthen self-coaching skills and self-care practices, and (e) investigate coaching opportunities within the integrative healthcare field (e.g., medical, community health and wellness, private practice, corporate wellness). This is the second of three required courses in the *Integrative Wellness Coaching Certificate* program. Prerequisite(s): COA 5628 3 credit(s)

Offered: SU - Term A Course Length: 8 weeks. No RC.

### **COA 5700 - Foundations of Lifestyle Medicine**

This course presents a comprehensive overview of lifestyle medicine and optimizing pathways toward greater wellbeing. As a foundations course, students will be introduced to holistic approaches to assess various dimensions of personal wellness. Each week, students will explore a new dimension of wellness by reviewing and critiquing literature and assessment in positive health, lifestyle medicine, health promotion, and cultural humility and sensitivity. This class is fundamental for students preparing for a career in wellness coaching and consulting.

3 credit(s)  
Offered: FA/SP - Term A/B Course Length: 15 Weeks No RC.

### **COA 5707 - Positive Psychology Applications**

Students will learn about and apply primary positive psychology theories to enhance their work with individuals and organizations focusing on human strengths and values, eudemonic wellbeing, and quality of life. This course emphasizes the psychosocial underpinnings related to human flourishing as well as empirically validated assessments and interventions to use with clients in various settings. Finally, students will be presented with tools for empowering individuals towards optimal wellbeing, engagement, and productivity. 3 credit(s)

Offered: SP - Term A/B Course Length: 15 Weeks No RC required

## **Legal Studies**

### **SW 8200 - Introduction to Education Law**

In this course, students will examine foundational education law principles, including laws and policies affecting free speech, privacy, student discipline, and special education, and identify barriers and pathways to positive change. 3 credit(s)

### **SW 8201 - Family Law and Courts**

In this course, students will examine and analyze legal issues related to the formation, maintenance, and dissolution of family relationships, including state and federal regulation of marriage, consequences of marriage and divorce, and processes for resolving family disputes. 3 credit(s)

### **SW 8202 - Social Work and the Law**

Whether navigating the juvenile justice, immigration, or welfare systems, social workers and their clients confront critical legal issues every day. This course will introduce students to the often-invisible complex system of laws and procedures that shape and impact social work practice and the clients that social workers serve. Students will gain an increased understanding of the purpose and scope of the law so that they are better able to identify issues, to make informed decisions, and to act. 3 credit(s)

### **SW 8203 - Mediation**

This course is intended for those who want to improve their skills in dealing with conflict. Students will discover different models of mediation and explore effective strategies and techniques to resolve disputes. Students will also discuss case studies from several real mediation cases and practice their newly acquired skills in simulated mediation exercises. Finally, students will learn the ethical and legal principles essential to mediation. 3 credit(s)

### **SW 8204 - Mental Health Law**

This course will explore timely issues surrounding mental health law and the intersection of mental health and the law. Students will examine how the laws surrounding mental health, such as civil commitments, red flag laws, and the American with Disabilities Act as well as how mental health intersects with the law, such as within policing and the criminal justice system. 3 credit(s)

### **SW 8205 - Foundational Legal Skills**

In this course, students will identify and distinguish sources of law, examine the differences between state and federal court systems, and research, analyze, and synthesize legal materials to write about issues, including the use of law as an instrument of social change. 3 credit(s)

### **SW 8206 - Legal Process and Advocacy**

The National Association of Social Workers' Code of Ethics requires social workers to challenge social injustice. The law provides an avenue to fulfill this mandate. This course will introduce students to the complex and intersecting systems of the judicial, administrative, and government policies and procedures at the local, state, and federal level that directly and indirectly impact clients' lives. Students will explore the various avenues available to advocate for their clients as well as to seek systemic change. 3 credit(s)

### **SW 8207 - Educational Rights and Advocacy**

In this course, students will examine, interpret, and analyze how sociodemographic variables and other factors impact a student's educational experience and rights, identify the benefits of a multidisciplinary approach to supporting diverse students, and evaluate opportunities to create a more inclusive K-12 education system. 3 credit(s)

### **SW 8208 - Special Education Law**

In this course, students will examine the development of special education and civil rights for students with disabilities, analyze special education legislation and litigation, and evaluate the role and impact of sociodemographic variables and other factors in this context. 3 credit(s)

### **SW 8209 - Student Discipline and Due Process**

In this course, students will examine substantive and procedural matters affecting student discipline, including conduct subject to discipline and the disciplinary hearing process, and evaluate the impact of sociodemographic variables and other factors on student discipline. 3 credit(s)

### **SW 8210 - Child Welfare Law**

In this course, students will examine child welfare system interventions to protect children from abuse and neglect, analyze the philosophy and values that drive child welfare law, policy and practice, and address the importance of culture and relationship in child welfare matters. 3 credit(s)

### **SW 8211 - Domestic Violence and Elder Abuse**

In this course, students will examine and analyze domestic violence and elder abuse laws, identify intervention and prevention programs for abusers and survivors, and evaluate the causes and effects of such violence through multiple lenses. 3 credit(s)

### **SW 8212 - Juvenile Law and Juvenile Courts**

In this course, students will examine the legal framework, structure, and process of juvenile courts, analyze crucial differences between the juvenile and adult systems, and evaluate how sociodemographic variables and other factors impact juvenile justice. 3 credit(s)

## **Mind-Body Medicine**

### **MBM 0505 - Mind-Body-Spirit Integration Seminar**

The Mind-Body-Spirit Integration (MBSI) Seminar is organized around a series of lectures, experiential exercises, and small group sessions that are led by expert facilitators. Students will be introduced to the research and principles supporting the use of mind-body-spirit practices and self-care. Throughout the sessions, students will practice the skills,

discuss their experiences within the group, and discover ways to integrate these approaches personally and professionally.

The MBSI is a requirement for the Mind-Body Medicine and Integrative Social Work degrees' programs. New students are expected to participate in the first semester and attend all sessions. The seminar is offered at the start of the semester during two consecutive days (virtual or in-person for 7 hours) and continues every Saturday for four weeks (via 4-hour virtual sessions). Virtual sessions are held via Zoom.

0 credit(s)

Offered: FA-Term A, SP-Term A, SU-Term A (8 weeks virtual only) RC Required.

## **MBM 5000 - Interdisciplinary Foundations for Vibrant Longevity, Part 1**

This course will examine theoretical considerations and interdisciplinary research in, as well as evidence-based foundations for, healthspan and vibrant longevity. It will assist students with exploring healthful and vibrant longevity as a biopsychosocial-spiritual phenomenon; as a creative architectural design; and as a meaning-making process, practice, path, and destination. Importantly, this course is designed to (a) enrich students' scholar-practitioner knowledgebase, vision, values, goals, experiential insight, and self-care and (b) galvanize their emergent/emerging interests germane to contemplating, cultivating, and supporting healthful longevity. Prerequisite(s): NONE. 3 credits. Cross-listed with CSIH, PSY, EHP, and CS. 3 credit(s)

## **MBM 5500 - Ethics in Healthcare**

This course presents the ethical standards and codes of conduct that formulate the guidelines for integrative health professionals. Issues such as cultural competency, health equity, and diversity will be explored within the field of integrative medicine. Students will reflect on their own personal values, beliefs, and biases pertaining to ethical dilemmas and decision-making. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: FA - Terms A/B, SP - Terms A/ B, and SU-Term. Course Length: 15 Weeks (SU 12 weeks) No RC Required.

## **MBM 5507 - Graduate Level Academic Writing**

In this course, students will practice critical thinking skills for reading, writing, organization, and style of substantive works. Learning activities will introduce students to the application of universal intellectual standards as applied to researching and writing scholarly papers. Students will also evaluate their own writing while learning to differentiate between revising, editing, and proofreading skills. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: FA Terms A/B, SP - Terms A/B, and SU-Term. Course Length: 15 Weeks (SU 12 weeks) No RC.

## **MBM 5507C - Graduate Level Academic Writing Continuation**

After seeking the instructor's approval, students may register for the continuation course if they need additional time to critically evaluate and edit their own writing and apply the APA writing style and formatting in academic scholarly writing. Prerequisite(s): MBM 5507. 0 credit(s)

Offered: Offered FA-Terms A/B, SP-Terms A/B, SU-Term A. Course Length: 15 Weeks (8 Weeks-SU). No RC.

## **MBM 5510 - Imagery for Health**

This course presents the use of imagery in traditional healing practices, and the contemporary applications of applications in healthcare. Students will review the literature and examine the evidence supporting the benefit of imagery on immune function, neurochemistry, and on medical illness. Throughout the course, students will utilize imagery as a diagnostic tool; as a medical rehearsal for coping; and as a therapeutic tool for promoting health, healing, psychospiritual wellness, and a sense of wholeness.

Prerequisite(s): No Prerequisite. 3 credit(s)  
Offered: FA - Terms A/B. Course Length: 15 Weeks. RC Required.

### **MBM 5515 - Contemplative Approaches to Thanatology**

This foundational course provides a comprehensive overview of thanatology, the study of death and dying. Students will examine various perspectives on the topic of dying; end-of-life decision making; loss, grief, and mourning; assessment and intervention; traumatic death, and death education. They will also explore their individual experiences of death and their attitudes toward the process of dying. The content is organized around the body of knowledge matrix developed by the Association for Death Education and Counseling (ADEC). This course prepares students for the ADEC certification examination in thanatology.

Prerequisite(s): None 3 credit(s)  
Offered: Summer (12 weeks) No RC

### **MBM 5516 - Contemplative Approaches to the Chronically Ill, Dying, and Their Families**

This course examines philosophical concepts and current scientific knowledge, including current neuroscience research, for end-of-life care and palliative care. Subject matter will include the importance of cultural humility and community building in the care of dying persons and their families. Students will explore philosophical approaches to human suffering and deepen their personal understanding of the dying process. The course will challenge them to cultivate a *courageous presence* with the ill, the dying, and their loved ones, encompassing compassion, resilience, and self-care. Prerequisite(s): None 3 credit(s)

Offered: Fall A/B.

### **MBM 5517 - Contemplative Approaches to Grief and Loss**

Contemplative approaches to grief and loss support individuals in navigating the deep territory of loss, grief and the bereaved. According to Barbezat and Bush (2014), "contemplative pedagogy empowers students to integrate their own experience into the theoretical material they are being taught in order to cultivate and develop attention, deepen their understanding, foster greater connection to and compassion for others, and engender engaged inquiry into their most profound questions." (Retrieved from <https://www.contemplativemind.org/book>)

In this course, students examine and integrate elements of several theoretical models of grief, as well as explore how contemplative approaches can enhance both the one who is serving and being served when providing and receiving mindful grief support. Prerequisite(s): None 3 credit(s)

Offered: Spring A/B. No RC

### **MBM 5518 - Evidence-Based Skills in Contemplative End of Life Care**

This course introduces evidence-based skills for palliative and end-of-life care that are foundational to the specialization and certificate. Engaged in a service-learning model throughout their semester, students will examine, integrate, and demonstrate evidenced-based skills in the following areas: values, ethics, knowledge, communications, and professionalism in the practice of providing contemplative end-of-life care. Prerequisite(s): MBM 5516 Contemplative Approaches to the Chronically Ill, Dying, and Their Families, MBM 5517 Contemplative Approaches to Grief and Loss and MBM 5596 Contemplative Inquiry and Creativity in the End of Life Relationship 3 credit(s)

Offered: Summer 12 weeks No RC

### **MBM 5521 - Reflective Leadership in Healthcare**

This course is designed to explore how organizational leaders, coaches, and consultants apply mindfulness practices and principles to enhance their individual leadership experience. Intertwining scholarly conversations and experiential

components, students examine research and applications of contemplative and mindfulness practices in the context of the individual leader, their experience, and their impact on coworkers and colleagues. Discussions and assignments examine how the individual leader can reorient dispositions toward reflective postures and practices to serve as a foundation for transforming healthcare towards integrated approaches, integrative models, and patient-centered systems. The course's objectives include the students' cultivation of their own contemplative styles as well as developing strategies to introduce reflective practices to community and organizational settings.

This course satisfies one of the core requirements for the Mindfulness Applications Certificate.

Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: SP -Terms A/ B. Course Length: 15 Weeks. No RC.

### **MBM 5523 - Theories & Applications of Mindful Leadership**

In this course, students explore an emerging orientation in leadership theories and practice to intentionally incorporate mindfulness and compassion-based perspectives into applications. In each module, students synthesize and apply leadership theories that contribute to mindful leadership, including servant leadership, authentic leadership, integral leadership, adaptive leadership, and Theory U. They will also assess the characteristics and intended outcomes of various contemporary paradigms that introduce mindfulness and compassion principles as related to individual leadership capacities, as well as analyze approaches to shifting organizational culture to a more sustainable environment. In addition to translating principles to healthcare organization settings, students will also learn to critique and apply theoretical frameworks to research and scholarly inquiry. This course provides methods for healthcare consultants, administrators, and researchers to evaluate leadership styles, processes, and outcomes in holistic and humanistic ways by using mindful-oriented approaches, particularly in integrated healthcare settings.

This course satisfies one of the core requirements for the Mindfulness Applications Certificate. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: FA-Terms A/B Course Length: 15 Weeks. RC Required.

### **MBM 5524 - Contemporary Neuroscience-Psychology and the Brain**

This course investigates the brain and nervous system with special emphasis on clinical examples and mind body interactions. Beginning with the basic function of nerve cells (neurophysiology), students will be introduced to the process of cellular communication (the synapse and clinical neurochemistry) the structure of the nervous system (neuroanatomy), and the most current neuroimaging techniques. Throughout the semester, students will also explore neuroscience of the senses, emotion, arousal, and stress. Furthermore, there will be opportunities to investigate contemporary neuroscience of eating/eating disorders, sleep/sleep disorders, hormones and sex, language, and memory. Class discussions involve the neuroscience of major depressive disorder, schizophrenia, ADHD, and autism spectrum disorders. The course concludes with a discussion of contemporary neuroscience of consciousness.

Prerequisite(s): None 3 credit(s)

Offered: FA Terms A/B. Course Length: 15 Weeks. No RC.

### **MBM 5525 - Grant Writing**

This course explores the grant proposal writing process from the initial inquiry through submittal. Students develop a grant proposal idea, identify and choose a potential funder based on funder guidelines, and recognize each component of a proposal. The student finishes the class with a complete and thoughtfully prepared grant proposal ready for submission. The readings integrate current scholarship, analysis pertaining to funding strategies and assessing potential funders, and considerations related to addressing community needs. Prerequisite(s): Any foundational research

course 3 credit(s)

Offered: Offered - SU Course Length: 12 Weeks. No RC.

### **MBM 5555 - Doctoral Research Pilot Study**

In the pilot study course, students should complete a small-scale project to practice implementing a specific component of the research design they intend to use in their dissertation. For this course, "pilot" study is meant to include projects that allow the student to practice components of their research design to include sampling and/or recruitment strategies, data collection approaches and/or analysis techniques. Such projects must be limited in scope, *and, if the project involves data collection from human participants, the pilot project may not involve protected or vulnerable populations, sensitive topics, and should present no more than minimal risk to participants.* Instructors may utilize sample data to satisfy the practice component.

If the pilot project involves the collection of data from human participants, students will be expected to complete an IRB application for an exempt or expedited IRB review process, and after IRB approval, implement the protocol, which may include collecting and analyzing data. The course concludes with the reflective report on the pilot study conducted, to include a discussion of strengths and limitations, ethical considerations, and identified opportunities to enhance the protocol in future dissertation research. The protocol for the pilot study should be designed in such a way that most students should be able to complete the course in one semester. Students should consult with the Registrar's office to best understand financial implications if they do not complete the course in one semester. Students may enroll in MBM5555C for one additional semester if they have completed the protocol and IRB application. If they have not completed these elements of the course, they must re-enroll in MBM 5555. Prerequisite(s): MBM 5557 - Advanced Research Methods OR any Advanced Research course offered through the Department of Research. 3 credit(s)

### **MBM 5555c - Doctoral Research Pilot Study Continuation**

After seeking the instructor's approval, students may register for the continuation course for one additional semester if they have completed the protocol and IRB application. Prerequisite(s): MBM 5555 or MBM 5554 0 credit(s)

Offered: FA-Term A/B, SP-Term A/B, SU-Term A. Course Length: 15 Weeks (SU 12 Weeks) No RC Required

### **MBM 5569 - Consulting Skills**

The professional consultant in health care exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role inspiring a process of transformational change. Professional consultants may work in major university medical centers and hospital systems, corporate medical clinics and health systems, corporate wellness programs, 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, HR manager, counselor, coach, or leader. An essential skill is to recognize the critical moment when a human system is ready for a change process.

This course takes a humanistic approach to consulting practices: Open, positive inquiry is the primary method of consultation, with an emphasis on establishing mutual respect, equality, and joint responsibility for outcomes. The consultant facilitates a process of discovery and learning during which the client decides future directions and actions for the organization.

This course can be used to satisfy one of the choice requirements for the Mindfulness Applications

Certificate. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: SP - Term A/B Course Length: 15 Weeks. No RC.

### **MBM 5588 - MS Capstone Seminar**

This course provides students with a forum and guidance for reviewing and integrating the knowledge they have gained throughout the master's degree program. In a culminating essay, students will write a literature review on a relevant topic in the integrative health and wellness field, as well as discuss how they will utilize the principles of mind-body

practices in their current and future careers. Prerequisite(s): No more than six outstanding credits in the final semester of the program. Department chair approval required to register. 3 credit(s)  
Offered: Offered FA Terms A/B, SP Terms A/B, and SU-Term. Course Length: 15 Weeks (SU 12 Weeks). No RC.

### **MBM 5588C - MS Capstone Seminar Continuation**

After seeking the instructor's approval, students may register for the continuation course for an additional term or semester to complete the final capstone essay. The continuation course may not exceed a total of 15 weeks.  
Prerequisite(s): MBM 5588 - MS Capstone Seminar 0 credit(s)  
Offered: FA Terms A/B, SP Terms A/B, and SU Term. Course Length: 15 weeks (SU 12 weeks). No RC.

### **MBM 5596 - Contemplative Inquiry and Creativity in the End of Life Relationship**

The science of creativity asserts that engaging in creative activities can lead to personal and professional fulfillment. In this course, students will explore ways in which cultivating creativity *with* contemplative inquiry can deepen their capacities for navigating the conditions intrinsic to end-of-life relationships. Furthermore, by activating their creative potential, students will design innovative community projects that can impact their personal, societal and global relationships. 3 credit(s)  
Offered: SP A/B. Course Length: 15 weeks No RC

### **MBM 5599 - Professional Projects**

This course is organized around a professional project that students may apply in practice, teaching, or research within the field of integrative health and wellness. Examples of projects include developing online resources, writing a manual or handbook, creating an e-book or online publication, building a home garden, organizing online mindfulness groups, creating and/or facilitating workshops, pursuing consulting work, developing and/or implementing organizational programs, or building a professional website. 3 credit(s)  
Offered: FA Term A/B, SP Term A/B, and SU-Term Course Length: 15 Weeks (SU 12 Weeks). No RC required

### **MBM 5616 - Movement Modalities for Wellness**

This course reviews the importance of physical movement and exercise in the development of self-awareness, as well as the maintenance and restoration of health. Students will examine research supporting the use of movement modalities such as yoga, tai chi/qigong, Feldenkrais Awareness Through Movement, martial arts, aerobic exercise, dance, and others as interventions for optimal health and wellness. Students will also experience several of these modalities at the residential conference, as well as exploring and writing about their experience practicing one approach. 3 credit(s)  
Offered: Offered SP - Terms A/B. Course Length: 15 weeks. RC required.

### **MBM 5635 - Spirituality and Health**

This course presents the principles and skills of spiritual and religious practices, ceremony, and ritual in whole person integrative healthcare. Within this context, students will explore the historical, cultural, and individual belief systems, and explain how these factors impact individual health outcomes and wellbeing. The experiential component of the class introduces several techniques that can be used to deepen self-awareness and commitment to a personal spiritual practice as well as to create a ritual ceremony of healing. Prerequisite(s): No Prerequisite. 3 credit(s)  
Offered: SU Term A. Course Length: 12 Weeks. No RC.

### **MBM 5645 - The Human Energy Field and Energy Medicine**



This course explores health and healing from an energetic perspective that has roots in ancient healing practices. Today energy medicine, which involves sensing the human energy field and applying low-level energetic therapies, is experiencing rapid growth, including a proliferation of novel energetic therapies. An overview of the human energy field, the scientific foundations of energy medicine, and key energy medicine modalities, diagnostic and therapeutic, are the main themes of this course. The course will cover the main systems of energy medicine from indigenous medicine, including hands-on and distant healing; the energetics underlying Oriental medicine; homeopathy; healing with light; as well as philosophical concepts of life energy. We will also examine some contemporary modalities and their foundations including pulsed electromagnetic field applications; phototherapy; as well as the measurement of subtle energies and the health effects of electromagnetic pollution. The course also includes an experiential component of incorporating energy medicine modalities into enhanced self-care. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: SU - Term A. Course Length: 12 Weeks. No RC.

### **MBM 5655 - Mindfulness, Meditation, and 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. This course satisfies one of the core requirements for the Mindfulness Applications Certificate. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: FA - Term A/B. Course Length: 15 Weeks. RC Required.

### **MBM 5666 - Mind-Body Spirit Applications in Psychotherapy**

In this course, students examine integrative approaches to psychotherapy. Topics to be explored include: the historical, biopsychosocial-spiritual, cultural, and global contexts to promoting positive mental health outcomes; therapist-client relationship; non-ordinary states of consciousness; trauma and addictions; and the obstacles and ethical considerations in applying these approaches. Students will have an opportunity to compose an academic paper on a relevant topic and formulate a treatment plan illustrating mind-body spirit application. 3 credit(s)

Offered: Offered FA Terms A/B Course Length: 15 Weeks RC required

### **MBM 5668 - Body-Oriented Approaches to Psychotherapy**

Body-oriented psychotherapy uses the pathway of connection with the body to approach psychological issues. This course provides students with a basic skill-set to bring a somatic focus to their therapy sessions along with introductory knowledge of several body-oriented psychotherapy modalities. Students will explore experiential exercises from some of the techniques with each other and with a volunteer, as well as study the history and theories underlying these practices and the research done on these mind-body approaches to healing and well-being. Prerequisite(s): Must be a licensed mental health care practitioner to enroll. 3 credit(s)

Offered: FA - Terms A/ B. Course Length: 15 weeks. RC required.

### **MBM 5674 - Ayurvedic Medicine**

This course provides an overview of the medical traditions and medical practices of India. The course provides an opportunity for students to study ayurvedic medicine as a lifestyle and as a healing tradition, and to consider the relationship between ayurvedic medicine and Western biomedicine. Students study the conceptual paradigm of

ayurvedic medicine, historical foundations, the typical physician-patient relationship, and commonly used interventions in current practice. Special emphasis will be placed on the psycho-emotional aspects of traditional ayurvedic medicine, and available outcome studies assessing efficacy for common mental health disorders. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: SU- Term A. Course Length: 12 Weeks. No RC.

### **MBM 5681 - Psychophysiology of the Human Stress Response**

This course introduces the basic principles of psychophysiology as they relate to several systems in the body. Students will critically review the science underlying the human stress response and the impact on the nervous, cardiovascular, gastrointestinal, and immune systems. Students will also examine various research strategies used to investigate the complex interactions throughout the body, including the use of psychophysiological monitoring, neuro-imaging, and biological markers. 3 credit(s)

Offered: SU-Term A Course Length: 12 weeks No RC.

### **MBM 5690 - Complementary and Integrative Medicine**

This survey course introduces integrative professions and practices within a system for health, wellness, and healing. Throughout the term, students will critically investigate the research literature supporting the paradigms, practices, and services associated with complementary systems including naturopathy, structural and traditional medicine. In addition, specific modalities within the systems will also be explored. These topics include homeopathy, herbal medicine, chiropractic, massage therapy and bodywork, Traditional Chinese Medicine, acupuncture, and ayurvedic medicine. The final module concludes with an examination of trends and opportunities in the field of integrative health and wellness. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: FA - Term A/B, SP - Term A/B Course Length: 15 Weeks. No RC.

### **MBM 5710 - Mind-Body Therapies and Practices**

This course provides a foundational introduction to the principles and approaches of mind-body-spirit wellness. Students will be introduced to the research and the practices that support health, wellness, and healing outcomes. Through readings, discussions, and practices, students will have opportunities to integrate these principles and techniques personally and professionally. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: FA - Term A/B, SP - Term A/B, and SU-Term. Course Length: 15 week (SU 12 weeks) No RC.

### **MBM 5720 - Narrative Approaches in Healthcare**

This course presents a framework for the use of narrative approaches in clinical, research, and educational settings. Beginning with a brief overview of the history of Narrative Based Medicine (NBM), the curriculum introduces the relevant competencies, skills, and best practices within the field of NBM. Throughout the modules, students will learn how to collect and interpret narrative-based information as an approach to bridging the gap between patient/practitioner experience and the mechanization of healthcare practice. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: Summer. Course Length: 8 weeks. No RC.

### **MBM 8000 - PhD Mid-Program Review**

As part of the PhD MBM programmatic review and progressions audit, all doctoral students with or without specializations will participate in a mid-program review of their academic performance and scholarly writing skills. By year three (or whenever all prerequisites have been met), students will be enrolled in a 0-credit, semester-long Mid-Program Review course before they proceed to the advanced research sequence. Refer to the MBM Progression Policy to review the details of the two key assignments and evaluation process. Registration in this course requires the department chair's approval. Prerequisite(s): MBM 0505 Mind-Body-Spirit Integration Seminar, MBM 5500 Ethics in

Healthcare, MBM 5681 Psychophysiology of the Human Stress Response, MBM 5690 Complementary and Integrative Medicine, MBM 5710 Mind-Body Therapies and Practices, RES 2100 Research Foundations and Literacy, RES 2300 Qualitative Data Collection and Analysis and RES 2500 Quantitative Data Collection and Statistics 0 credit(s)

### **MBM 8100 - Independent Study**

The independent study course enables a student to pursue an individualized topic with an instructor that is not offered through the standard curriculum. Relevant learning outcomes and credit load will be negotiated by the student and instructor. For each assigned credit, the student must complete approximately 45 hours of directed study. To register, students must complete the independent study request form and receive an approval from the department chair.

Prerequisite(s): No Prerequisite. 1-3 credit(s)

Offered: All terms. Course Length: 15 weeks/12 weeks. No RC.

### **MBM 9011 - Methodology Critique Candidacy Essay**

In this course, students will select a published dissertation within the past seven years that is similar to their future methodological design. The purpose of the critique essay is to focus attention on the methods chapter in an existing dissertation to learn how related principles and research tenets apply to a different study. Students will be expected to constructively critique the appropriateness of the research question(s) to the selected methodological approach, data collection, analysis, interpretation of the findings, and utility of the research. Prerequisite(s): MBM 5557 - Advanced Research Methods OR any Advanced Research course offered through the Department of Research. 3 credit(s)

Offered: Offered FA/SP -Terms A/B and SU. Course Length: 15 weeks (12 weeks SU). No RC.

### **MBM 9021 - Literature Review Candidacy Essay**

This research elective offers students an opportunity to conduct a comprehensive literature review related to the dissertation topic. Students will explore past research, identify gaps in the published literature, and create an integrative conceptual framework on the topic of study, supported by current peer-reviewed articles and other scholarly references. Prerequisite(s): No Prerequisite. 3 credit(s)

Offered: Offered FA/SP -Terms A/B and SU. Course Length: 15 weeks (12 weeks SU). No RC.

## **Marriage & Family Therapy and Professional Clinical Counseling**

### **COUN 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. 0 credit(s)

### **COUN 2539 - Child and Elder 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 the LPCC in CA (7 contact hours) covering issues of elder abuse with additional emphasis on financial abuse. 7 Contact Hours; 0 credit(s)

### **COUN 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. 0 credit(s)

### **COUN 2639 - Severe Mental Illness & Developmental Disorders**

Focusing on selected populations, these courses provide overview of pertinent research and clinical issues for clinicians.

### **COUN 2640 - Partner Abuse and Domestic Violence**

## **Organizational Systems**

### **ORG 7006 - Information Systems**

This interdisciplinary course explores organizations as dynamic global enterprises which weave together people and technology into self-organizing, interactive networks. Students examine how digital technology has a) changed the nature and dynamics of socio-technical systems, b) transformed organizational information systems and enterprise-wide knowledge generation and application, and c) reshaped organizational cultures, workplace operations, business partnerships, and supply chains. Central to this course is enabling students to develop their own socio-technical organizational model, and devise approaches to effectively design, implement and manage technological information and communication systems that enhance the quality of both organizational performance and work life. Intermediate level course. 3 credit(s)

### **ORG 7025 - Humanistic Foundations of Organizational Development**

This course integrates learning drawn from a wide range of disciplines in the PhD program. It explores theory, research, and practice in global and local organizational strategies, providing students with the opportunity to gain an in-depth understanding of strategy formulation, implementation, and evaluation for optimal organizational results. Students develop critical and conceptual thinking skills by analyzing the interplay of industry structure, competitive environments and related advantage, organizational structure and resources, talent development, and uncertainties in an organizational environment. This examination contributes to a culture of innovation and creativity. 3 credit(s)

### **ORG 7030 - Leadership as a Tool for Transformation**

The contemporary organization is a complex enterprise requiring managers to engage with and lead a global workforce and facilitate dynamic social networks utilizing various forms of communication and collaboration technology platforms. Using various analytical lenses this interdisciplinary course critically examines core distributed organizational characteristics, behaviors, dynamics and issues, as well as management approaches shaped by social systems, intra and inter organizational networks, and cross-cultural perspectives. Particular attention is given to exploring innovative organizational structures, cultures, operational processes, workplace environments, and sociotechnical communication systems founded in human-centric workplace and information systems principles. 3 credit(s)

## **ORG 7032 - Organizational Complexity and Systems Thinking**

With organizations as the focus, 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 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 credit(s)

## **ORG 7040 - Organizations and Social Systems Design**

Focusing on organizations, this course explores 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, the humanities, and organizational behavior and development? Building upon these notions, the course will also examine: How do organizations and workplaces respond to change? How can organizational managers facilitate the design of social systems in their enterprises? 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 designed for the creation of new organizations or for the transformation of existing ones. This course can be used to satisfy one of the choice requirements for the Mindfulness Applications Certificate. 3 credit(s)

## **ORG 7044 - Generative Dialogue, and Strategic Discourse**

Drawing upon various scholars (including Isaacs, Bohm and Deetz) and practitioners who are exploring the communication challenges of the contemporary globally distributed organization, this course critically examines communication concepts, practices and issues found in organizations. Among the many topics discussed are communication theories, generative dialogue, cross-cultural communication, social media, stakeholder dialogue, strategic dialogue, and knowledge sharing methods. 3 credit(s)

## **ORG 7045 - Ethics and Social Responsibility**

Leading and making responsible decisions today are complex and challenging ventures. With a human development and capabilities perspective and a foundation in stakeholder principles, this interdisciplinary course critically explores organizational integrity and professional ethics and examines the workplace and wider social challenges faced daily by organizational professionals in the business, nonprofit, and government arenas. Central to this course are the refinement of students' professional and organizational ethics viewpoints, development of new corporate social responsibility models and practices, and how to thoughtfully integrate social justice and sustainability principles into organizational operations and decision making. 3 credit(s)

## **ORG 7072 - Managing Collaborative Systems in a Global Workplace: Teams, Collaborative Systems, and Networks**

With organizational communication models and globally distributed enterprises as the backdrop, this course examines various approaches to understanding and developing collaboration in organizations. Envisioning organizations as complex global systems, students examine contemporary models and practical dynamics of teams, social networks, partnerships and communities of practice. In light of current technological advancements, this interdisciplinary course will also discuss dispersed organizational structures and workforce environments, including telework, virtual teams, and workplace connectivity, and how to effectively lead and engage workers as a distance manager. Students complete an analysis of a team or social network which results in making recommendations on how to revise and enhance operational dynamics and processes. Intermediate level course. 3 credit(s)

## **ORG 7074 - Issues in Sustainability**

Sustainability is a broad topic rooted in social justice, human rights, global equity, and ecological stability and flourishing. Thus, it has many dimensions and applies to many aspects of organizational operations and social functioning. This interdisciplinary course builds upon principles and issues explored in ORG 7045. It critically examines the present situation in the business, economic, social, political and environmental arenas with respect to the challenges they pose to the global ecosystem, business enterprises and their workplaces, societies and nation states, as well as the injustice they are creating and the consequences they have for our collective future. The course explores the intricate links among business operations, 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 credit(s)

## **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 credit(s)

## **ORG 7083 - Leading and Developing the 21st Century**

By exploring various classic and contemporary models of leadership, this course lays the foundational support 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. 3 credit(s)

### **ORG 7440 - Leadership and Global Challenges**

This course critically examines both how leaders lead and support transformative organizational change and how the theories and models in innovation, sustainability, systems thinking and critical thinking support its planning and process development. It investigates how leaders who initiate and direct significant global and local organizational shifts can mobilize, focus, generate commitment, and implement new directions. The course combines theory, case material, models and accounts of how and why organizations intervene in their cultures, purposes, structures, and/or operational processes. Students will undertake a detailed analysis of an global organizational challenges they have experienced, or one they have access to through interviews. 3 credit(s)

### **ORG 7574 - Conflict and Innovation**

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 community engagements to leverage and encourage innovation is introduced. Students are taught conflict management strategies so that they may broaden perspectives and encourage creative and adaptive solutions. 3 credit(s)

## **Psychophysiology**

### **APH 4514C - Masters Thesis Continuation**

The masters thesis continuation course enables students a chance to complete the process of their Masters Thesis. To complete APH 4514-C students must implement their research design, and complete a small but important research study. Producing a paper of sufficient quality to be submitted to a high-quality journal serves as a milestone indicating mastery of psychophysiological principles and research. Students do not begin this course until (a) they have been in APH 4514 for one semester, and (b) the IRB has approved the IRB subission.

Prerequisite(s): APH 4514 Master's Thesis 0 credit(s)

Offered: Any term Course Length: 16 weeks None

### **APH 4515 - MS Capstone Seminar**

This course provides students with a forum and guidance for reviewing and integrating the knowledge they have gained throughout the master's degree program. In a culminating essay, students will write a literature review on a relevant topic in the field of psychophysiology and discuss how they might incorporate this information into future education and/or career. Prerequisites: No more than six outstanding credits in the final semester of the program. Department chair approval required to register. 3 credit(s)

Offered: Spring, Fall (15 weeks) and Summer terms (12 weeks) No RC required.

### **APH 4515C - MS Capstone Seminar Continuation**

This course provides students with a forum and guidance for reviewing and integrating the knowledge they have gained throughout the master's degree program. In a culminating essay, students will write a literature review on a relevant topic in the field of psychophysiology and discuss how they might incorporate this information into future education and/or career. Prerequisite(s): APH 4515 MS Capstone Seminar

No more than six outstanding credits in the final semester of the program. Department chair approval required to register. 0 credit(s)

Offered: Spring, Fall (15 weeks) and Summer terms (12 weeks). No RC required.

# Psychology

## PSY XXX - Clinical Intervention III

See the menu of courses to choose from to satisfy this requirement. Prerequisite(s): PSY 3045A and PSY 3045B 3 credit(s)

## PSY XXXX - Clinical Intervention IV

See the menu of courses to choose from to satisfy this requirement. Prerequisite(s): PSY 3045A and PSY 3045B 3 credit(s)

## 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. 0 credits 0 credit(s)

## PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

This course is required for all clinical psychology (CP) students and is delivered during the Residential Learning Experience (RLE) only, which students attend throughout their matriculation. Students will be engaged in various clinical skills-building activities, interventions, theoretical explorations, and practices, expanding the online learning experience. A variety of professional development foundational and contemporary topics will be covered. The intention of the course is to contribute to the exposure of CP students (novice to advanced) to the knowledge, guidelines, research tools, and standards that are necessary to effectively socialize them into the field of psychology. (0 credits) 0 credit(s)

## PSY 1012 - Skill-Building and Professional Development in Clinical Psychology

This course is required for all clinical psychology (CP) students and is delivered during the Residential Learning Experience (RLE) only, which students attend throughout their matriculation. Students will be engaged in various clinical skills-building activities, interventions, theoretical explorations, and practices, expanding the online learning experience. A variety of professional development foundational and contemporary topics will be covered. The intention of the course is to contribute to the exposure of CP students (novice to advanced) to the knowledge, guidelines, research tools, and standards that are necessary to effectively socialize them into the field of psychology. (0 credits) 0 credit(s)

## 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 EHP 1080 - History and Systems of Psychology. 3 credit(s)

## PSY 1500A - Foundations and Critique of Contemporary Psychology - Part I



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 credit(s)

## **PSY 1500B - Foundations and Critique of Contemporary Psychology - Part II**

This is the second required course for doctoral students; to be taken consecutively following Part I. 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. Prerequisite(s): Successful completion of PSY 1500A. 3 credit(s)

## **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 system 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.

It is strongly recommended that CP students entering with a BA/BS complete (Post BA/BS CP) PSY 1080 History and Systems of Psychology as a prerequisite. 3 credit(s)

## **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. Though open to all students, 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 EHP 2040 - Existential Psychotherapies. 3 credit(s)

## **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. Though open to all students, 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 EHP 2047 - Existential Psychotherapies III: James Bugental and the Existential-Humanistic Tradition. 3 credit(s)

### **PSY 2050 - Psychopathology and Diagnosis**

This course provides a critical overview of theory, research and processes that have evolved into modern Western thinking about psychopathology. Attention is initially given to current diagnostic criteria and the utility of the DSM, as well as the biological, behavioral, sociocultural and intra-psychic determinant patterns of functional and dysfunctional human behavior. Students are encouraged to think broadly and dialectically about optimal development and pathology, in systems of personality and systems of modern Western cultural institutions. This course then introduces students to humanistic critiques of the current dominant DSM-based model of psychological difficulty and presents a critical evaluation of mainstream notions of psychopathology and its treatment. Positive, non-pathology-focused or strengths-based ways of viewing psychological problems and their remediation are considered, including evidence supporting the humanistic focus on a positive relationship as curative, even with disorders such as schizophrenia. The goals of the course for students are twofold: a) to provide them with a strong foundation in the current medical establishment's views of and communications about psychopathology, and b) to make them aware of alternatives which place primary emphasis on the healing power of relationships, on treating people as whole persons, and on focusing on the positive in humans. Note: This course is open to CP students only. Prerequisite(s): PSY 6030. 3 credit(s)

### **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 credit(s)

### **PSY 2505 - Clinical Psychopharmacology**

Students develop foundational understanding in psychopharmacology, which is 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. Prerequisite(s): PSY 2050 and PSY 3025 3 credit(s)

### **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 credit(s)

### **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 credit(s)

### **PSY 3045A - Clinical Intervention I**

This course is the first required course in a sequence (Interventions I - IV) for clinical psychology students and it is launched at a Saybrook Residential Learning Experience (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 the 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. This course is open to CP students only. Prerequisite for MA for those coming in with BA/BS Prerequisite(s): PSY 2025; PSY 2050; PSY 6020 and PSY 6060 3 credit(s)

### **PSY 3045B - Clinical Intervention II**

This course is the second required in a sequence (Interventions I - IV) for clinical psychology students and it is launched at a Saybrook Residential Learning Experience (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 the therapist's role in selecting and implementing intervention strategies and monitoring progress, collaborative treatments, and skills necessary for working with a variety of client issues across the lifespan with sensitivity to the complexities of human diversity and the importance of multicultural competencies in clinical practice. Note: This course is open to CP students only. Prerequisite(s): Master's in clinical psychology or comparable degree (see Program Chair), PSY 3045A Clinical Intervention I and PSY 8145A Clinical Practicum I. Clinical experience or training required. 3 credit(s)

### **PSY 3055 - Supervision in Clinical Psychology**

Clinical supervision is a necessary aspect of training for clinicians. Through supervision, a clinician-in-training gains necessary clinical competencies in order to ensure that trainees' clients receive effective and ethical service. This course critically examines methods, relationships, ethics, multiculturalism, and evaluative processes of clinical supervision. Special focus is given to establishing a meaningful supervisor/supervisee relationship. While students will learn about different theoretical orientations that may inform their supervisory experience, they will be encouraged to consider their role in these relationships from a humanistic standpoint that will foster growth in the supervisor, supervisee, and their clients. They will be asked to explore ways of navigating and growing from supervisory relationships that may be challenging or uncomfortable. In addition, students will be encouraged to reflect on their current progress, as well as goals in their own development as clinicians. Though open to all students, this course satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. This course is open to CP students only. 3 credit(s)  
Offered: Spring term.

### **PSY 3056 - Group Processes and 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. &nbsp;Though open to all students, 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 the instructor or Program Director to learn more about residential component to course. 3 credit(s)

### **PSY 3057 - Introduction to Family Therapy**

This clinical course provides an introductory overview of 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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **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 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. It also meets that need for most states as a licensure requirement in most US jurisdictions; adaptations are possible in consultation with the instructor. 7 Contact Hours; 0 credit(s)

### **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 through 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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **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 credit(s)

### **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. Prerequisite(s): PSY 3171 3 credit(s)

### **PSY 3176 - Trauma Assessment and Treatment in Practice**

Students will investigate how to assess different trauma states through both symptomatological and experiential sources. Medical diagnostic categories, such as trauma, stress and dissociative disorders, will be critically reviewed. Alternative approaches to classifying trauma experiences will be highlighted. Standardized measures of trauma assessment, with consideration placed upon important multicultural factors, will also be explored. Both common and alternative/complementary approaches to treating trauma will be identified. Risk management issues for practitioners are examined, as well as self-care techniques used to mitigate these risks. 3 credit(s)

## **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 credit(s)

## **PSY 3178 - The Psychology of Trauma in Working with First Responders**

This course examines the various traumas and psychological challenges faced by first responders; specifically, police, fire, and emergency medical services (EMS). The salient issues critical to comprehending, conceptualizing, preventing, and treating trauma and other psychological challenges that emerge for these special populations will be examined. First responders typically utilize formal and informal helping methods to address psychological distress and trauma. Thus, students will be exposed to these common methods of helping/coping utilized by fire, EMS and police, as well as critically review barriers to seeking help and creative solutions. Exploration of current research on positive coping strategies, professional and peer psychological interventions, as well as resilience-building skills for first responders, and their relationship to improving job performance and efficacy will be highlighted. This exploration will occur within the context of how historical and cultural professional factors, organizational dimensions, and individual experiences with trauma may both exacerbate and assist first responders in addressing psychological consequences of one-the-job stressors. Critical clinical and treatment implications will be highlighted during this exploration. This course is an elective for the Complex Trauma & the Healing Process Certificate. 3 credit(s)

## **PSY 3179 - Traumatic Experiences in Relationships**

In this course, students will expand their conceptualization of trauma to include the multidimensional consequences of relational trauma for individuals' wellbeing and implications for treatment. Assaultive relational traumas occur in various contexts such as: the family, workplace, school settings, neighborhoods, military, or college campuses. Each of these settings contain a unique set of characteristics in which relational trauma is experienced by an individual. These unique characteristics, along with the associated clinical presentations, treatment, and legal considerations will also be explored. The course will also focus on the most common forms of traumas that occur in relationships: interpersonal violence such as domestic violence, incest, sexual and physical abuse, as well as psychological abuse and neglect. It will critically review how relational trauma across the lifespan can impact a person's sense of self, relationship with her or his body, and with other people. Building upon humanistic principles, key concepts like posttraumatic growth, resiliency, and healing narratives will be considered. This course is an elective for the Complex Trauma & the Healing Process Certificate. 3 credit(s)

## **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. Though open to all students, 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, TSC 3220. 3 credit(s)

### **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. Though open to all students, 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 credit(s)

### **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. Though open to all students, 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 credit(s)

### **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 accountability. It also affords students self-assessment opportunities in reflecting upon their training and development as a clinical psychologist. The instructor serves as a coach during the semester, prompting activities for students to draw upon previous course learning experiences and clinical training in exam preparation. The exam is administered in the first half of the term and a double-blind method is employed when the exams are reviewed by a panel of faculty, allowing the department to review the students' progression as a clinical psychologist and inform program evaluation. 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. Pre-requisite: Satisfactory completion of all core degree requirements and courses.

Note: This course is open to CP students only. 1 credit(s) 1 credit(s)

### **PSY 4050 - Integrative Health Psychology**

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 emphasizes a biopsychosocial-spiritual-cultural approach to health. We will review a variety of topics, including lifestyle changes; coping with chronic pain; addressing health anxiety; chronic health conditions; health disparities; and healthcare systems. Students will explore the reciprocal relationship between psychological and medical health. This course is cross-listed as CSIH 4050. (3 credits) 3 credit(s)

### **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. Though open to all students, 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 CSIH 4530. 3 credit(s)

### **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. Though open to all students, 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 EHP 4535 - The Use of Poetry with Death, Loss, and Life Transition. 3 credit(s)

### **PSY 5000 - Interdisciplinary Foundations for Vibrant Longevity, Part 1**

This course will examine theoretical considerations and interdisciplinary research in, as well as evidence-based foundations for health span and vibrant longevity. It will assist students with exploring healthful and vibrant longevity as a biopsychosocial-spiritual phenomenon; as a creative architectural design; and as a meaning-making process, practice, path, and destination. Importantly, this course is designed to (a) enrich students' scholar-practitioner knowledgebase, vision, values, goals, experiential insight, and self-care and (b) galvanize their emergent/emerging interests germane to contemplating, cultivating, and supporting healthful longevity. Prerequisite(s): NONE. 3 credits. Cross-listed with CSIH, EHP, CS, and MBM. 3 credit(s)

### **PSY 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 current Standards of Training in Clinical Hypnosis as presented by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. Though open to all students, this course satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **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 credit(s)

### **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 credit(s)

### **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 credit(s)

### **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. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research**

This course is designed to introduce students to professional ethics, standards of conduct, federal and state laws, and board of psychology rules that inform, influence, and/or regulate teaching, clinical practice, and research in professional psychology. The primary focus of the course will be on knowledge of the content and application of professional ethics, federal &

state laws, and board of psychology rules. Within the context of self- reflection and examination of personal values and beliefs, students will be introduced to the professional associations and state agencies responsible for leadership, public policy, promulgation of laws, professional practice standards and rules, jurisdictional boundaries, cooperative institutional relationships, and regulatory/administrative procedures. In addition, students will be required to become familiar with federal and state legislative statutes and rules that regulate the professional practice of psychology and conducting behavioral science and biomedical research in their jurisdictions. These include but are not limited to the education and training requirements and filing complaints for misconduct. 3 credit(s)

### **PSY 6070 - Cognitive Behavioral Therapy Applied within Humanistic and Integrative Approaches**

This cognitive behavioral therapy (CBT) course will offer a review of key foundational theories and concepts, as well as methods of assessing, conceptualizing, and treating patients using CBT approaches. Students will also learn about the efficacy and limitation evidence for utilizing CBT in treating symptoms of several disorders. In addition to learning the key concepts of CBT and practicing core skills, students will examine how CBT can be integrated with humanistic and other integrative therapy approaches. This course will additionally integrate concepts of social justice, strengths-based approaches, wellness, and multiculturalism/diversity as it applies to the adaptation of CBT tools within a humanistic perspective. Though open to all students, this course satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

Offered: Fall Semester

### **PSY 6080 - Introduction to Forensic Psychology**

This course is intended to acquaint the student with the emerging field of forensic psychology. Introduced will be a range of applications that psychology offers to the legal arena. Major areas covered include civil commitments, custody evaluations, criminal application, competency to stand trial, violence risk assessments, psychologist as an expert witness, and current best practices with psychological assessment in varied legal contexts. Discussed will be the stance of the humanistic psychologist amongst the adversarial environment of the courtroom and the legal system at large. Prerequisites: Cognitive Assessment; Personality Assessment. Though open to all students, this course satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3.0 credit(s)

Offered: Spring

### **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. Though open to all students, this course 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 credit(s)

### **PSY 6160 - Applied Positive Psychology**

Positive psychology (PP) is the scientific study of optimal human functioning to help people flourish. This 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 areas of professional psychology, such as clinical, health, education, organization and community. This course is unique because it advances the study of positive psychology, from the initial positive psychology (PP1.0) with narrow focus on positive emotions, positive traits and positive institutions (Seligman & Csikszentmihalyi, 2000) to second wave positive psychology (PP2.0) (Ivtzan, Lomas, Hefferon, & Worth, 2016; Kashdan & Biswas-Diener, 2014; Wong, 2011a). The second wave of positive psychology focuses on the totality of human experiences, including the dark side of life. PP2.0 is based on the dialectic principle of recognizing the downside of the bright side and the upside of the dark side. Both PP and applied PP courses are in great demand all over the world, because of their appeal to students and helping professionals (i.e., counsellors, psychologists, coaches, doctors, social workers, educators, and human resources managers). Grounded in scientific research, PP appeals to individuals who aspire to promote the well-being in themselves, their clients, and society. Applied PP seeks to develop a strength-based practice in helping professionals. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. Though open to all students, this course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3 credit(s)

### **PSY 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 sexuality(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. This course is cross listed with TCS 6570. 3.0 credit(s)

### **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. Enrollment is a degree required throughout

matriculation and affords further support from Faculty Mentor, Peer Lead, and Director of Clinical Training (DCT)/Associate Director of Clinical Training (ADCT). 0 credit(s)

## **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 credit(s)

## **PSY 8000 - CP Midterm RLE**

This Residential Learning Experience (RLE) is meant to provide additional face-to-face hours to meet requirements for Washington State licensure. Students are expected to attend each term of enrollment. Students will be simultaneously enrolled in a clinical skill and professional development course and expected to participate in a number of educational opportunities during the RLE that are intended to deepen clinical skills, covering a diverse array of topics, and the socialization as a clinical psychologist. Emphasis is placed on demonstrated clinical application and conceptualization. 0 credit(s)

## **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 or Associate Director of Clinical Training is required to enroll in this course. Note: This course is open to CP students only. 0 credit(s)

## **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 focus 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 for Director of Clinical Training or Associate Director of Clinical Training is required to enroll in this course. Note: This course is open to CP students only. Prerequisite(s): Authorization from Director of Clinical Training or Associate Director of Clinical Training is required to enroll in this course. 3 credit(s)

## **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. Note: This course is open to CP students only. Prerequisite(s): Authorization from Director of Clinical Training is required to enroll in this course. 3 credit(s)

## **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. Note: This course is open to CP students only. 3 credit(s)

## **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. The course has a residential component completed at the RLE - PSY 8231 (requires concurrent enrollment). Prerequisite(s): PSY 2025; PSY 2050; PSY 3025; PSY 6020 and PSY 6060 3 credit(s)

## **PSY 8231 - Cognitive Assessment Lab**

This lab is required enrollment in the term in which the student is enrolled in PSY8230 Cognitive Assessment & Lab. Full attendance during the residential learning experience offering is required. The residential lab is designed to introduce students to the practice of cognitive assessment, including a conceptual model of cognitive functioning, domains of cognitive ability, and issues of assessments. Additionally, students will be exposed to prominent instruments such as the WAIS-IV, WRAT4, and others. 0 credit(s)

## **PSY 8240 - Advanced Cognitive Assessment**

This course will more rigorously examine cognitive assessment measures in both children and adults. Students will have an opportunity to refine their skills on child and adult IQ measures, learn about academic/achievement testing in children and adolescents, developmental screening measures, and be introduced to other brief cognitive screening measures for both children and adults. Performance validity methods will also be explored. Ethical and cultural considerations in cognitive assessment will also be covered. Students should be at a practicum site where they have access to clients and assessment materials. The course has a residential component completed at the RLE (Advanced Cognitive Assessment Lab) with additional hands-on training related to test administration, scoring, and interpretation. Prerequisite: Approval of the Advanced Assessment Specialization Coordinator. 3 credit(s)

## **PSY 8241 - Advanced Cognitive Assessment Lab**

This lab is required enrollment in the term in which the student is enrolled in Advanced Cognitive Assessment. Full attendance during the residential learning experience offering is required. The residential lab is designed to offer

students more rigorous examination of child and adult cognitive assessment measures. Prerequisite: Approval of the Advanced Assessment Specialization Coordinator. 1 credit(s)

### **PSY 8242 - Advanced Personality Assessment**

This course will more rigorously examine personality assessment measures in both children and adults. Students will have an opportunity to refine their skills on child and adult personality measures, brief rating scales and screeners for children and adults, and preliminary training on adult projective measures. Symptom validity analysis will also be explored. Ethical and cultural considerations in personality assessment will also be covered. Students should be at a practicum site where they have access to clients and assessment materials. The course has a residential component completed at the RLE (Advanced Personality Assessment Lab) with additional hands on training related to test administration, scoring, and interpretation. Prerequisite: Approval of Advanced Assessment Specialization Coordinator. 3 credit(s)

### **PSY 8243 - Advanced Personality Assessment Lab**

This lab is required enrollment in the term in which the student is enrolled in Advanced Personality Assessment. Full attendance during the residential learning experience offering is required. The residential lab is designed to offer students more rigorous examination of child and adult personality assessment measures. Prerequisite: Approval of Advanced Assessment Specialization Coordinator.

Prerequisite(s): Prerequisite: Formal acceptance to the Advanced Psychological Assessment Specialization. 1 credit(s)

### **PSY 8244 - Integrated Advanced Assessment I**

This is the first course in a two-semester sequence that should be taken in the students fourth/final year of the program. Students are expected to be at an internship or practicum placement where they have access to clients and assessment materials. This final year of assessment training will support students in refining their cognitive and personality assessment skills based on their identified areas of clinical interest and the opportunities provided to them through their training site. There will be continued training and teaching on cognitive and personality assessment measures and continued discussion regarding ethical and cultural considerations in assessment. Students will be expected to administer 1-2 test batteries each semester through their training site and will complete a case presentation each semester and obtain feedback on case presentations and consultation at training sites. This course will also cover additional assessment issues such as providing feedback to treatment teams, families, and clients after the assessment has been completed. Students will participate in a 1 day required RLE component with additional hands on training related to test administration, scoring, and interpretation. Prerequisite(s): Prerequisite: Formal acceptance to the Advanced Psychological Assessment Specialization. 3 credit(s)

### **PSY 8245 - Integrated Advanced Assessment I Lab**

This lab is required enrollment in the term in which the student is enrolled in Integrated Advanced Assessment I. Full attendance during the residential learning experience offering is required. The residential lab is designed to offer students more rigorous examination of cognitive and personality assessment measures, case presentations, and practice providing feedback to treatment teams and families. Prerequisite(s): Prerequisite: Formal acceptance to the Advanced Psychological Assessment Specialization. 0 credit(s)

### **PSY 8246 - Integrated Advanced Assessment II**

This is the second course in a two-semester sequence that should be taken in the students fourth/final year of the program. Students are expected to be at an internship or practicum placement where they have access to clients and assessment materials. This final year of assessment training will support students in refining their cognitive and personality assessment skills based on their identified areas of clinical interest and the opportunities provided to them



through their training site. There will be continued training and teaching on cognitive and personality assessment measures and continued discussion regarding ethical and cultural considerations in assessment. Students will be expected to administer 1-2 test batteries each semester through their training site and will complete a case presentation each semester and obtain feedback on case presentations and consultation at training sites. This course will also cover additional assessment issues such as providing feedback to treatment teams, families, and clients after the assessment has been completed. Students will participate in a 1 day required RLE component with additional hands-on training related to test administration, scoring, and interpretation. Prerequisite(s): Prerequisite: Formal acceptance to the Advanced Psychological Assessment Specialization. 3 credit(s)

### **PSY 8247 - Integrated Advanced Assessment II Lab**

This lab is required enrollment in the term in which the student is enrolled in Integrated Advanced Assessment 2 course. Full attendance during the residential learning experience offering is required. The residential lab is designed to offer students more rigorous examination of cognitive and personality assessment measures, case presentations, and practice providing feedback to treatment teams and families. Prerequisite(s): Prerequisite: Formal acceptance to the Advanced Psychological Assessment Specialization. 1 credit(s)

### **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 RLE - PSY 8251 (required concurrent enrollment). Prerequisite(s): PSY 8230 3 credit(s)

### **PSY 8251 - Personality Assessment Lab**

This lab is required enrollment in the term in which the student is enrolled in PSY8250 Personality Assessment & Lab. Full attendance during the residential learning experience offering is required. The residential lab experience is designed to support students in understanding the theoretical and empirical basis for a number of instruments such as the MMPI-II, MCMI-III, Rorschach and others employed in the evaluation of personality and psychological functioning. 0 credit(s)

### **PSY 8802 - The Archetypes, the Collective Unconscious and Symbols of Transformation**

Part I of volume 9i of the Collected Works of C.G. Jung, The Archetypes of the Collective Unconscious, consists of essays written from 1933 forward describing and elaborating the theoretical basis for the concepts of archetypes and the collective unconscious. Specific attention is given to the mother and child archetypes to ground these concepts and ideas. Specific archetypes are discussed in relation to the construct and process of individuation. The second half to the course will focus on volume 5 of the Collected Works, Symbols of Transformation. In 1912 at the age of thirty-Seven, Jung published the original version of this work, which marked his divergence from the psychoanalytic school of Freud. Entitled Wandlungen und Symbole der Libido (Transformation and Symbols of the Libido), it was translated into English in 1916 as Psychology of the Unconscious and soon became Jung's most widely known and influential work. For Jung, it was "an extended commentary on a practical analysis of the prodromal stages of schizophrenia"; furthermore, it is a complex study of symbolic parallels, drawn from religion, mythology, ethnology, art, literature, and psychiatry. In Jung's view, libido is not primarily sexual but is identified with psychic energy as a whole, originating in

the unconscious and appearing in consciousness as symbols. In 1952 the fourth edition was rewritten and published. The symbolic parallels were even further enriched by Jung's knowledge and insights. 3 credit(s)

### **PSY 8803 - Introduction to Analytical Psychology and the Collected Works of Carl Jung**

This course serves as an introduction to the life and work of Carl Gustav Jung (1875-1961). Self-reflections on his life and times are memorialized in his classic autobiography *Memories Dreams and Reflections*. The development of his life in cultural context is critically examined in selected biography. In Volume 7 of the *Collected Works of C.G. Jung*, *Two Essays on Analytical Psychology*, core concepts and constructs of his theory of personality are introduced and examined. Prominent essays discuss the psychology of the unconscious, the relationship between the Ego and the Unconscious, Eros theory, personal and collective unconscious; and archetypes of the collective unconscious. In volume 8 of the *Collected Works*, *The Structure and Dynamic of the Psyche*, Jung illustrates the development of conceptual foundations upon which analytical psychology rests. This work reflects the period that began when Jung broke away from the psychoanalytic school and formulated his own theoretical concepts as distinct from those of Freud. It comes up to the 1950's, when Jung published an account of his controversial theory of synchronicity. Selected topics include essays on: Psychic Energy; The Transcendent Function; Complex Theory; Instinct and the Unconscious; The Nature and Structure of Psyche; Aspects of Dream theory; Stages of Life; The Soul and Death; and Synchronicity: An A-causal Connecting Principle. 3 credit(s)

### **PSY 8804 - Post Jungian & Post-Modern Perspectives on Analytical Psychology**

In this course students may elect to examine the scholarship of post Jungian scholars such as James Hillman, Edward Edinger, Maria Louise Von Franz, Andrew Samuels, John Beebe, Mara Sidoli, Sam Kimbles and Tom Singer among others. Students may also elect to study more primary source material from other volumes of the *Collected Works* and the *Red Book*. These volumes of the *Collected Works* may include *Theory of Psychological Types*, *Psychology and Religion West and East*, *The Symbolic Life*, *Development of Personality*, *Spirit in Man Art and Literature* or *Civilization in Transition*. Student interest should guide this election in consultation with faculty for the recommended scope of the reading. 3 credit(s)

### **PSY 8806 - Dreams, Mythology, and Fairy Tales in Theory and Clinical Practice**

The course will examine Jung's theory on dreams and the method of dream interpretation and analysis in the context of depth psychotherapy and psychoanalysis. The role of mythology is considered in analytical theory, in relation to the collective unconscious and the archetypal dimension of dreams, in transference and counter transference phenomena in psychotherapy and in psychopathology. Lastly, the study of "fairy tales" reveals elemental psychological processes, the blocking and unblocking of libido, and the compensatory and healing activities of the Self in relationship to imbalances of ego operations. 3.0 credit(s)

### **PSY 8826 - The Practice of Psychotherapy and Alchemical Studies**

In this course we examine the development of Jung's theory on psychotherapy and psychoanalysis. The four stages of psychotherapy are defined and discussed along with the unique nature of projection and transference. We see how reciprocal transformation occurs both in the patient/analyst and the analyst/psychotherapist. The essay entitled, "The Psychology of the Transference," is an authoritative statement on the analytic opus. In this work Jung draws a close parallel between the modern psychotherapeutic process and the symbolic pictures in the 16th century alchemical text, the *Rosarium philosophorum*, which he uses to illustrate and interpret the transference phenomenon. Alchemy is viewed as a metaphor to understand the nature of projection and transformation as they occur in the analytic container. The bond between the analyst and patient is shown to be analogous to the kinship libido between the alchemist-adept and his 'mystic sister', a link also found in the complicated kinship marriages of certain nativist societies. 3.0 credit(s)

## **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(s)

## **PSY 9020 - PSY Qualifying Essay 1: Literature Review**

The purpose of this 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. The essay involves a content domain focus with the degree field, including a critical review of relevant theoretical, empirical and historical literature on the selected topic. 3 credit(s)

## **PSY 9030 - PSY Qualifying Essay 2: Literature Review**

The purpose of this 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. The essay involves a content domain focus with the degree field, including a critical review of relevant theoretical, empirical and historical literature on the selected topic. 3 credit(s)

## **PSY 9200 - Master's Project**

This course is required for clinical psychology students who entered with a B.A. or B.S. degree, as well as those CP students whose master's degree is not in psychology or a related field, and is designed as 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. As there is no data collection from human participants, students must complete the shore form: Institutional Review Board Application for Theoretical Studies. In addition, there are no project orals for this course. If opting for PSY 9200, the course supervisor must be a member of the Clinical Psychology degree program faculty or someone approved by the degree program director. Prerequisite(s): Successful completion of at least 30 academic credits, in addition to the following courses. PSY 3045A; PSY 6060; RES 2100 and RES 2300 3 credit(s)

## **Research**

### **CES 8000A - Dissertation**

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(s): CES 7045 Research and Publication Seminar 3 credit(s)

## **CES 8000B - Dissertation**

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(s): CES 7045 Research and Publication Seminar 3 credit(s)

## **CES 8000C - Dissertation**

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(s): CES 7045 Research and Publication Seminar 3 credit(s)

## **CES 8000D - Dissertation**

This course is a continuation course utilized solely for students who did not complete in the first semester. Prerequisite(s): CES 8000C Dissertation 0 credit(s)

## **CES 8000E - Dissertation**

This course is a continuation course utilized solely for students who did not complete in the first semester. Prerequisite(s): CES 8000C Dissertation 0 credit(s)

## **CES 8000F - Dissertation**

This course is a continuation course utilized solely for students who did not complete in the first semester. Prerequisite(s): CES 8000C Dissertation 0 credit(s)

## **MBM 9501 - PhD Dissertation Proposal**

In this course, students develop their research proposal in collaboration with their dissertation chair and committee. Students continue to enroll in this course until their dissertation proposal and proposal orals are approved. Afterward, students submit an Institutional Review Board application for approval to conduct their research. Prerequisite(s): Approved Petition to Form Committee and all required coursework for degree. 3 credit(s)  
Offered: FA Terms A/B, SP - Terms A/B, SU. Course Length: 15 weeks (8 weeks SU). Continues each semester until the research committee approves the oral presentation and proposal document. No RC.

## **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. Prerequisite(s): All required coursework and MBM 9501. 3 credit(s)

Offered: FA Terms A/B, SP - Terms A/B, SU. Course Length: 15 weeks (8 weeks SU). Continues each semester until the research committee approves the dissertation manuscript. No RC.

## **RES xxxx - Advanced Research Methods**

Students select an advanced research course from a series of available courses offered each semester to further their knowledge and skills in the selected area of research design and methodology. Sample courses include: RES 1030 - Experimental Research Methods, RES 1040 - Qualitative Research Methods, RES 1050 - Applied Program Evaluation, RES 1140 - Case Study Methods in Psychology, RES 1150 - Action Research, RES 1160 - Systems Research, RES 3130 - Descriptive Phenomenological Psychological Research, RES 4005 - Narrative and Auto/Biographical Research - for specific course descriptions, see RES course listing in the Department of Humanistic and Clinical Psychology. 3 credit(s)

## **RES 3xxx - Advanced Research Methods**

3 credit(s)

## **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. (Ph.D. program only) Prerequisite(s): 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; however, an IP or I may be given at the end of that term. 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 credit(s)

## **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. (Ph.D. program only) Prerequisite(s): Completion of RES 1100A. 3 credit(s)

## **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 credit(s)

## **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(s): RES 1200A 3 credit(s)

## **RES 1500 - Research Literacy for Practitioners**

Through an introduction to the library, students will learn about the production and construction of scientific knowledge and how to effectively search and critically analyze published research in their field. Research ethics and ethical standards are discussed. Students will learn how to summarize and synthesize research to support scholarly arguments and practice-based decisions. The broader application of academic and scholarly research findings is also discussed. This course is designed to prepare master's students to be successful consumers of research related to their field.

Students enrolled in a Saybrook M.A. to Ph.D. pathway program should consult with their Department Chair about the possibility of enrolling in RES 2100 as an equivalent 3 credit(s)

## **RES 1700 - Research Methods for Practitioners**

Students advance their understanding of how research is conducted and used by critically examining different types of research. A survey of qualitative, quantitative and mixed-method research approaches will be reviewed with an emphasis on identifying the fundamental components of different research designs. Critical reading and writing skills are developed through reviewing and synthesizing different types of research in one's field. Ethical issues related to the design, publication, use and application of particular types of research are considered. Students will create a presentation that illustrates their understanding of using research to support an evidence-based practice or a scholarly argument.

Students enrolled in a Saybrook M.A. to Ph.D. pathway program who have completed RES 2100 should consult with their Department Chair about the possibility of enrolling in the next Ph.D. research course as an equivalent.

Prerequisite(s): RES 1500 - Research Literacy for Practitioners or RES 2100 - Research Foundations and Literacy or MBM 1009 - Information Competency & Research Skills, 3 credit(s)

## **RES 2100 - Research Foundations and Literacy**

This course introduces basic research concepts and philosophical assumptions underlying scientific research paradigms. Through an introduction the library, students will learn about the construction of scientific knowledge and how to effectively search and critically analyze published research in their field. Research ethics and ethical standards

are discussed. Students examine the role of the research question as it relates to research design. This course is designed to prepare doctoral students to be successful consumers of research related to their field and to lay the foundations to support a deeper understanding about types of research and research design in future research courses.

3 credit(s)

## **RES 2300 - Qualitative Data Collection and Analysis**

Within the context of a survey of qualitative methods, students learn about different types of qualitative data, approaches to collecting qualitative data, and basic strategies for analyzing qualitative data. Students examine the logical alignment of research paradigms and philosophical assumptions unique to qualitative approaches to research. Ethical considerations for qualitative research are considered. This course includes skill building exercises to prepare doctoral students for the design and implementation of research that includes qualitative data. Approaches to qualitative data collection, including interviewing, observations, and artifacts, are introduced. Qualitative data analysis techniques including coding, integrating, and interpreting data are covered. Prerequisite(s): RES 2100 Research Foundations and Literacy, or RES 1006 Information Competency and Library Use, or MBM 1009 Information Competency & Research Skills and MBM 5540 Fundamentals of Research 3 credit(s)

## **RES 2500 - Quantitative Data Collection and Statistics**

Within the context of a survey of quantitative methods, students learn about different types of quantitative data, approaches to collecting quantitative data, and basic statistical analysis techniques, such as distinctions between descriptive and inferential statistics and associated statistical tests. Students examine the logical alignment of research paradigms and philosophical assumptions unique to quantitative approaches to research. Ethical considerations for quantitative research are considered. This course includes skill-building exercises to prepare doctoral students for the design and implementation of research that includes quantitative data. Introductory statistical techniques, such as one and two sample t-tests, one-way ANOVA, bivariate correlation and regression analysis are introduced and practiced. Prerequisite(s): RES 2100 Research Foundations and Literacy, or RES 1006 Information Competency and Library Use, or MBM 1009 Information Competency & Research Skills and MBM 5540 Fundamentals of Research 3 credit(s)

## **RES 2700 - Statistics**

This course focuses on the use of statistical data analysis to understand samples using descriptive and inferential statistics, population estimates, and tests of empirical hypotheses. Using example data sets and hypothetical research problems, students will learn the selection and application of the appropriate statistical methods, considering the nature of samples, levels of measurement, relationship between study variables, and statistical assumptions. Statistical methods taught in this course will include tests of association, bivariate correlation relationships, linear regression, two-group (independent and matched pair) and multiple independent group univariate comparisons, as well as tests of significance and effect size. Students will also learn about reliability and validity of measurement. The emphasis will be on computation and interpretation of results, but students will also be expected to demonstrate familiarity with report writing in American Psychological Association (APA) format and quantitative research writing.

Prerequisite(s): RES 2100 Research Foundations and Literacy. For those admitted prior to Fall 2019 (CIMHS programs) Spring 2020 (CSS programs): RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only), or MBM 1009 Information Competency & Research Skills and MBM 5540 Fundamentals of Research 3 credit(s)

Offered: FA A/B, SP A/B Course Length: 15 weeks None

## **RES 3010 - Case Study Research**

Case study research investigates a phenomenon within its real-life context. Case study research uses multiple methods of data collection and analysis in order to explore a complex process. This course provides an in-depth understanding of case study and the practical skills necessary to design and conduct case study research. Students identify how the

theoretical and philosophical foundations of case study align with their own philosophical orientations. Case study research is reviewed and critiqued. Students evaluate issues of research safety, ethics, and feasibility within their proposed research. Finally, students develop the methods section of a research prospectus. (Ph.D. program only) Prerequisite(s): RES 2300 Qualitative Data Collection and Analysis. In addition, all required foundational research courses (RES2xxx) as determined by student's program must be completed. For those admitted prior to Fall 2019 (CIMHS programs) Spring 2020 (CSS programs): MBM 5556 Qualitative Research Overview, RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only) and RES 1110 Statistics, or RES 1005 Methods of Research and Disciplined Inquiry I and RES 1015 Methods of Research and Disciplined Inquiry II. 3 credit(s)

## **RES 3030 - Grounded Theory Research**

Grounded theory is a research method used to develop theory grounded in data that is practical to real world applications. This course provides students with an in-depth study of grounded theory research and the practical skills necessary to design and conduct grounded theory research. Students investigate and align their research with a specific grounded theory tradition ranging from classic to Straussian/evolved to constructivist. Students identify how the theoretical and philosophical foundations of grounded theory align with their own philosophical orientation. Grounded theory research is reviewed and critiqued. Students evaluate issues of research safety, ethics, and feasibility within their proposed research. Finally, students develop the methods section of a research prospectus. Prerequisite(s): RES 2300 Qualitative Data Collection and Analysis. In addition, all required foundational research courses (RES2xxx) as determined by student's program must be completed. For those admitted prior to Fall 2019 (CIMHS programs) Spring 2020 (CSS programs): MBM 5556 Qualitative Research Overview, RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only) and RES 1110 Statistics, or RES 1005 Methods of Research and Disciplined Inquiry I and RES 1015 Methods of Research and Disciplined Inquiry II. 3 credit(s)

## **RES 3050 - Hermeneutic Research and IPA**

Hermeneutic phenomenological research is rooted in the existential philosophical tradition of hermeneutic phenomenology, the theory and method of interpreting the meaning of lived experience as presented by textual descriptions. This course provides an in-depth understanding of hermeneutic phenomenology and the practical skills necessary to design and conduct hermeneutic phenomenological research and interpretive phenomenological analysis (IPA). Students identify how the theoretical and philosophical foundations of hermeneutic phenomenology align with their own philosophical orientations. Hermeneutic phenomenological and IPA research are reviewed and critiqued. Students evaluate issues of research safety, ethics, and feasibility within their proposed research. Finally, students develop the methods section of a research prospectus. Prerequisite(s): RES 2300 Qualitative Data Collection and Analysis. In addition, all required foundational research courses (RES2xxx) as determined by the student's program must be completed. For those admitted prior to Fall 2019 (CIMHS programs) Spring 2020 (CSS programs): MBM 5556 Qualitative Research Overview, RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only) and RES 1110 Statistics, or RES 1005 Methods of Research and Disciplined Inquiry I and RES 1015 Methods of Research and Disciplined Inquiry II. 3 credit(s)

## **RES 3060 - Experimental and Comparative Research**

Quantitative experimental and comparative research is a structured way of collecting and analyzing data to quantify a problem, assess the effect of a treatment or intervention, or search for explanations of existing differences using measurement and statistical tools to derive results that can be generalized to larger populations. This course provides an in-depth understanding of true and quasi-experimental, causal comparative/ex post facto, and descriptive comparative designs and the practical skills necessary to design and conduct these types of quantitative research. Students identify how the theoretical and philosophical foundations of these approaches to quantitative research align with their own philosophical orientations. Students locate, review, and critique examples of these types of quantitative research studies. Students evaluate issues of research safety, ethics, and feasibility within their proposed research. Finally, students develop the methods section of a research prospectus. Prerequisite(s): RES 2500 Quantitative Data Collection



and Statistics and/or RES2700 Statistics. In addition, all required foundational research courses (RES2xxx) as determined by the student's program must be completed. For those admitted prior to Fall 2019 (CIMHS programs) Spring 2020 (CSS programs): MBM 5556 Qualitative Research Overview, RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only) and RES 1110 Statistics, or RES 1005 Methods of Research and Disciplined Inquiry I and RES 1015 Methods of Research and Disciplined Inquiry II.

## **RES 3070 - Correlational Research**

Quantitative correlational research is a structured way of collecting and analyzing data to quantify a problem and understand existing and predictive relationships between variables using measurement and statistical tools to derive results that can be generalized to larger populations. This course provides an in-depth understanding of correlational designs and correlation, regression, and factor analysis and the practical skills necessary to design and conduct correlational research. Students identify how the theoretical and philosophical foundations of correlational research align with their own philosophical orientations. Students locate, review, and critique examples of correlational research studies. Students evaluate issues of research safety, ethics, and feasibility within their proposed research. Finally, students develop the methods section of a research prospectus. Prerequisite(s): RES 2500 Quantitative Data Collection and Statistics and/or RES2700 Statistics. In addition, all required foundational research courses (RES2xxx) as determined by the student's program must be completed. For those admitted prior to Fall 2019 (CIMHS programs) Spring 2020 (CSS programs): MBM 5556 Qualitative Research Overview, RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only) and RES 1110 Statistics, or RES 1005 Methods of Research and Disciplined Inquiry I and RES 1015 Methods of Research and Disciplined Inquiry II.

## **RES 3080 - Action Research**

Action research is an applied research methodology that is useful for improving social circumstances through uses of interventions and measurements in collaboration with stakeholders. The course includes in-depth understanding of the cyclical and pragmatic uses of quantitative and qualitative data collection and analyses as practical skills necessary to design and conduct action research. Students identify how theoretical and philosophical foundations of action research align with personal philosophical orientations. Action research is reviewed and critiqued. Students evaluate issues of research safety, ethics, and feasibility for proposed research. Finally, students develop the methods section of a research prospectus. Prerequisite(s): RES 2300 Qualitative Data Collection and Analysis; and RES 2500 Quantitative Data Collection and Statistics or RES 2700 Statistics. In addition, all required foundational research courses (RES2xxx) as determined by the student's program must be completed. Exceptions require Department Chair and Department of Research Director approval. For those admitted prior to Fall 2019 (CIMHS programs) Spring 2020 (CSS programs): MBM 5556 Qualitative Research Overview, RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only) and RES 1110 Statistics, or RES 1005 Methods of Research and Disciplined Inquiry I and RES 1015 Methods of Research and Disciplined Inquiry II.

## **RES 3090 - Heuristic Inquiry**

Heuristic inquiry is a type of qualitative research that aims to understand the essence of a phenomenon through the researcher's shared reflection with a purposive sample of individuals. This course provides an in-depth understanding of heuristic inquiry and the practical skills necessary to design and conduct heuristic inquiry research. Students identify how the theoretical and philosophical foundations of heuristic inquiry align with their own philosophical orientations. Heuristic inquiry research is reviewed and critiqued. Students evaluate issues of research safety, ethics, and feasibility within their proposed research. Finally, students design the methods section of a research prospectus. Prerequisite(s): RES 2300 Qualitative Data Collection and Analysis. In addition, all required foundational research courses (RES2xxx) as determined by the student's program must be completed. For those admitted prior to Fall 2019 (CIMHS programs) Spring 2020 (CSS programs): MBM 5556 Qualitative Research Overview, RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only) and RES 1110 Statistics, or RES 1005 Methods of Research and Disciplined Inquiry I and RES 1015 Methods of Research and Disciplined Inquiry II. 3 credit(s)

## **RES 3110 - Narrative Inquiry**

This advanced research course focuses on the foundations and applications of narrative inquiry. This research approach is based on the premise of new knowledge through the construction and reconstruction of personal stories with implications for others and society. This course provides an in-depth understanding of the practical skills necessary to design and conduct narrative research. Students identify how the theoretical and philosophical foundations of narrative traditions align with their own philosophical orientations. Narrative research is reviewed and critiqued. Students evaluate issues of research safety, ethics, and feasibility within their proposed research. Finally, students design the methods section of a research prospectus. Prerequisite(s): RES 2300 Qualitative Data Collection and Analysis. In addition, all required foundational research courses as determined by student's program must be completed. 3 credit(s)

## **RES 3120 - Autoethnographic Research**

This advanced research course focuses on the foundations and applications of autoethnography. This research approach is based on the premise of new knowledge as discoverable from the individual researcher's experience within a specific social and cultural context. This course provides an in-depth understanding of the practical skills necessary to design and conduct autoethnographic research exploring evocative, analytic, and critical autoethnographic approaches. Students identify how the theoretical and philosophical foundations of postmodernism and symbolic interactionist traditions align with their own philosophical orientations. Autoethnographic research examples are reviewed and critiqued. Students evaluate issues of research safety, ethics, and feasibility within their proposed research. Finally, students design the methods section of a research prospectus. Prerequisite(s): RES 2300 Qualitative Data Collection and Analysis. In addition, all required foundational research courses as determined by the student's program must be completed. 3 credit(s)

## **RES 3130 - Descriptive Phenomenological Psychological Research**

The descriptive phenomenological psychological method is a qualitative, human science research method. Using the method, researchers interview participants regarding a psychologically meaningful experience, and then work in a caring and demanding way to make explicit the implicit psychological meanings in the data, using specific analytic steps. This course provides an in-depth understanding of descriptive phenomenology and the practical skills necessary to design and conduct phenomenological research. Students identify how the theoretical and philosophical foundations of descriptive phenomenology align with their own philosophical orientations. Descriptive phenomenological research is reviewed and critiqued. Students evaluate issues of research safety, ethics, and feasibility within their proposed research. Finally, students develop the methods section of a research prospectus. Prerequisite(s): RES 2300 Qualitative Data Collection and Analysis. In addition, all required foundational research courses (RES2xxx) as determined by the student's program must be completed. For those admitted prior to Fall 2019 (CIMHS programs) Spring 2020 (CSS programs): MBM 5556 Qualitative Research Overview, RES 1105 Methods of Research (Clinical Psychology, Clinical Psychology Specialization Only) and RES 1110 Statistics, or RES 1005 Methods of Research and Disciplined Inquiry I and RES 1015 Methods of Research and Disciplined Inquiry II. 3 credit(s)

## **RES 3500 - Research Design and Scholarly Writing**

In this course students further develop, and apply, their knowledge about designing research and they begin to draft a research prospectus for a dissertation or other independent research project. Students advance their knowledge and experience synthesizing literature in a topic area related to their proposed dissertation study or field. Students examine the specific components of a research prospectus and the logical alignment of these components. Students participate in individual and collaborative exercises designed to establish expectations around reviewing, responding to feedback and rewriting scholarly work, including the development of a research prospectus that outlines a study appropriate for the dissertation in one's field. Prerequisite(s): All required foundational research courses must be completed, this includes RES 2300 Qualitative Data Collection and Analysis, RES 2500 Quantitative Data Collection and Statistics, RES 2700 Statistics as determined by student's program. 3 credit(s)

## **RES 6900 - Dissertation Preparation**

Enrollment for this course will be made under advisement of the student's dissertation committee and program chair, in consultation with the Director of the Department of Research. Course learning outcomes will vary based on the needs to remediate or extend student knowledge of research methods and dissertation readiness as determined by the student's dissertation chair and committee members. Course research projects and learning activities will support student readiness for their dissertation research through a practice research project, a methodological critique, or another research-focused learning experience. Prerequisite(s): All required research course must be completed, except the dissertation. 3 credit(s)

Offered: FA A/B, SP A/B Course Length: 15 weeks None

## **RES 7000 - Dissertation Proposal**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Prerequisite(s): All Core degree courses 3 credit(s)

## **RES 7000A - Dissertation Proposal Continuation**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation I course.

0 credit(s)

Offered: FA-A/B, SP - A/B Course Length: 15 weeks None

## **RES 7000B - Dissertation Proposal Continuation**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation I course.

0 credit(s)

Offered: FA-A/B, SP - A/B Course Length: 15 weeks None

## **RES 7000C - Dissertation Proposal Continuation**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be

approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation I course.

0 credit(s)

Offered: FA-A/B, SP - A/B Course Length: 15 weeks None

### **RES 7000D - Dissertation Proposal Continuation**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation I course.

0 credit(s)

Offered: FA-A/B, SP - A/B Course Length: 15 weeks None

### **RES 7001 - Dissertation Proposal I (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 3 credit(s)

### **RES 7001A - Dissertation Proposal I Continuation (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 0 credit(s)

### **RES 7001B - Dissertation Proposal I Continuation (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 0 credit(s)

### **RES 7001C - Dissertation Proposal I Continuation (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 0 credit(s)

## **RES 7001D - Dissertation Proposal I Continuation (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 0 credit(s)

## **RES 7002 - Dissertation Proposal II (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 3 credit(s)

## **RES 7002A - Dissertation Proposal II Continuation (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 0 credit(s)

## **RES 7002B - Dissertation Proposal II Continuation (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 0 credit(s)

## **RES 7002C - Dissertation Proposal II Continuation (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 0 credit(s)

## **RES 7002D - Dissertation Proposal II Continuation (Clinical Psychology)**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. 0 credit(s)

## **RES 7100 - Dissertation**

Students enter this course with an approved dissertation research proposal. In this course, the student obtains IRB approval, if they have not done so during their proposal course, before beginning data collection. If the approved study design includes a pilot study, that phase of the research is completed first. Data collection and analysis take place following the approved study design and ethical guidelines, and in consultation with the student's chair and dissertation committee. With all dissertation research data collected, the student completes analysis, the writing up of study results, and the dissertation, in consultation with their chair and committee. The course is concluded with an oral defense of their dissertation. Students must also have the full dissertation edited and prepared for publishing in ProQuest. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. 3 credit(s)

### **RES 7100A - Dissertation Continuation**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation I course. 0 credit(s)

### **RES 7100B - Dissertation Continuation**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation I course. 0 credit(s)

### **RES 7100C - Dissertation Continuation**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation I course. 0 credit(s)

### **RES 7100D - Dissertation Continuation**

Under the direction of their dissertation chair and committee, the student develops a proposal that presents an original dissertation study that aims to contribute to the body of knowledge in one's field. The proposal must contain a synthesis of relevant literature related to the topic, theoretical/conceptual framework, and the research methodology and design. The proposed research design can include a phase 1 pilot study, if appropriate. The dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation I course. 0 credit(s)

### **RES 7104 - Dissertation Continuation (Clinical Psychology)**

Students enter this course with an approved dissertation research proposal. In this course, the student obtains IRB approval, if they have not done so during their proposal course, before beginning data collection. If the approved study design includes a pilot study, that phase of the research is completed first. Data collection and analysis take place

following the approved study design and ethical guidelines, and in consultation with the student's chair and dissertation committee. With all dissertation research data collected, the student completes analysis, the writing up of study results, and the dissertation, in consultation with their chair and committee. The course is concluded with an oral defense of their dissertation. Students must also have the full dissertation edited and prepared for publishing in ProQuest. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. 3 credit(s)

### **RES 7104A - Dissertation Continuation (Clinical Psychology)**

Students enter this course with an approved dissertation research proposal. In this course, the student obtains IRB approval, if they have not done so during their proposal course, before beginning data collection. If the approved study design includes a pilot study, that phase of the research is completed first. Data collection and analysis take place following the approved study design and ethical guidelines, and in consultation with the student's chair and dissertation committee. With all dissertation research data collected, the student completes analysis, the writing up of study results, and the dissertation, in consultation with their chair and committee. The course is concluded with an oral defense of their dissertation. Students must also have the full dissertation edited and prepared for publishing in ProQuest. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. 0 credit(s)

### **RES 7104B - Dissertation Continuation (Clinical Psychology)**

Students enter this course with an approved dissertation research proposal. In this course, the student obtains IRB approval, if they have not done so during their proposal course, before beginning data collection. If the approved study design includes a pilot study, that phase of the research is completed first. Data collection and analysis take place following the approved study design and ethical guidelines, and in consultation with the student's chair and dissertation committee. With all dissertation research data collected, the student completes analysis, the writing up of study results, and the dissertation, in consultation with their chair and committee. The course is concluded with an oral defense of their dissertation. Students must also have the full dissertation edited and prepared for publishing in ProQuest. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. 0 credit(s)

### **RES 7104C - Dissertation Continuation (Clinical Psychology)**

Students enter this course with an approved dissertation research proposal. In this course, the student obtains IRB approval, if they have not done so during their proposal course, before beginning data collection. If the approved study design includes a pilot study, that phase of the research is completed first. Data collection and analysis take place following the approved study design and ethical guidelines, and in consultation with the student's chair and dissertation committee. With all dissertation research data collected, the student completes analysis, the writing up of study results, and the dissertation, in consultation with their chair and committee. The course is concluded with an oral defense of their dissertation. Students must also have the full dissertation edited and prepared for publishing in ProQuest. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. 0 credit(s)

### **RES 7104D - Dissertation Continuation (Clinical Psychology)**

Students enter this course with an approved dissertation research proposal. In this course, the student obtains IRB approval, if they have not done so during their proposal course, before beginning data collection. If the approved study design includes a pilot study, that phase of the research is completed first. Data collection and analysis take place following the approved study design and ethical guidelines, and in consultation with the student's chair and dissertation committee. With all dissertation research data collected, the student completes analysis, the writing up of study results, and the dissertation, in consultation with their chair and committee. The course is concluded with an oral defense of their dissertation. Students must also have the full dissertation edited and prepared for publishing in ProQuest. The

chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. 0 credit(s)

### **RES 9010 - Qualifying Essay 1: Dissertation Critique (Managing 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. (Ph.D. program only) Prerequisite(s): All pre-Candidacy coursework completed, with the exception of RES 1100A/RES 1100B. 3 credit(s)

### **RES 9020 - Qualifying Essay 2: Literature Review (Managing 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.

(Ph.D. program only) Prerequisite(s): All pre-Candidacy coursework completed, with the exception of RES 1100A/RES 1100B. 3 credit(s)

### **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. (Ph.D. program only) Prerequisite(s): All pre-Candidacy coursework completed, with the exception of RES 1100A/RES 1100B. 3 credit(s)

### **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 coursework and applying these skills to a project effort. It can explore any question of relevance to the student's program through 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). (M.A. Psychology degree program students only) 3 credit(s)

### **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, 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. (M.A. program only) 6 credit(s)

### **RES 9500 - Dissertation Research**

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 through disciplined inquiry, which applies a clearly defined methodology. (Ph.D. program only) Prerequisite(s): Admission to doctoral Candidacy. 6-18 credit(s)

### **RES 9500A - Dissertation Research**

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. (Ph.D. program only) Prerequisite(s): Prerequisite(s): Admission to doctoral Candidacy. 6-18 credit(s) 3 credit(s)

### **RES 9500B - Dissertation Research**

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. (Ph.D. program only) Course code used only for students exceeding standard 18 credits for dissertation. Prerequisite(s): Prerequisite(s): Admission to doctoral Candidacy. 0 credit(s)

### **RES 9500C - Dissertation Research (Ph.D.) Continuation**

This course is a continuation course utilized solely for students who did not complete in the first semester. 0 credit(s)

### **RES 9500D - Dissertation Research (Ph.D.) Continuation**

This course is a continuation course utilized solely for students who did not complete in the first semester. 0 credit(s)

## **Transformative Social Change**

### **TSC 1025 - MA Project Preparation**

The purpose of this course is to prepare MA students for their MA Project in Transformative Social Change. The course is a prerequisite for RES 9200 MA Project. The course is designed to support students as they move toward becoming a practitioner-scholar, engaging the student to integrate and to organize learning achieved in their previous course work and to apply those capacities to a Project effort. The course supports students in developing a successful Project proposal/petition, for review by their Project Supervisor, as well as an initial exploration of the literature that will inform their Project. 3 credit(s)

### **TSC 3220 - African Diaspora: African American Cultural History & 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. Cross-listed with PSY3220, EHP3220. 3 credit(s)

### **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 credit(s)

### **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 credit(s)

### **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 credit(s)

### **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 credit(s)

### **TSC 6515 - Organizing for Community Health & Well-Being**

This course will provide an overview of concepts, practice and research related to community health presented within a social change framework. Community Health refers to non-clinical approaches for improving wellness, preventing disease and reducing health disparities through addressing social, behavioral, environmental, economic and medical determinants of health in a given population. In this course, students will use an interdisciplinary lens to examine how social environment - including policies, politics, and power - can produce unhealthy circumstances such as poverty, pollution, dangerous working conditions, and modes of food production which critically impact collective health. Students will then examine case studies and conceptual frameworks of liberatory social movements to identify ways that everyday citizens utilize their power to advocate for transformative change at individual, institutional, and policy levels. Finally, students will explore how they might practically apply intersectional organizing strategies in their own professional roles to promote health and well-being within communities. 3 credit(s)

## **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 credit(s)

## **TSC 6530 - Social Impact Media: Stories for Change**

The aim of this course is to empower students to analyze and deconstruct media narratives and to recognize their use of visual and aural language constructs to develop and elicit empathy from the viewer. Students will critically analyze the cultural and societal influences on narrative and the importance of story to unite cultures and trigger social change. Students will apply this critical awareness to distinguish and classify storytelling strategies as they connect to specific kinds of subject matter, approach, types of media, and expected goals or outcomes. 3 credit(s)

## **TSC 6535 - Social Media and Theories of Social Change**

The goal of this course is to develop the student's critical analysis skills as applied to the impact of social communications on social change globally. Students will examine particular social movements and their development as intersected by social media. Issues of truth, accuracy and empathy will be explored in the process of deconstructing assumptions regarding social media and its influence on groups and its ability to trigger social change. 3 credit(s)

## **TSC 6540 - Assessing Digital Media Campaigns**

This aim of this course is to empower students to be able to critically evaluate research tools of socio and behavioral measurement, and to apply these toolsets and technologies to the analysis of specific impact outreach campaigns. Through coursework students will develop the ability to differentiate the tools of impact analysis, compare quantitative vs. qualitative techniques, and apply their strategies to real-world outreach campaigns. 3 credit(s)

## **TSC 6545 - SIM Production Knowing the Tools, Distinguishing the Purpose**

The aim of this course is to empower students to see themselves as social change agents through the construction of personal stories in media. In this course students will demonstrate competency in skills required to construct stories in various forms of media, to determine the appropriate form and distribution strategy, and to create strong narratives illuminating relevant social causes through personal story. 3 credit(s)

## **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 credit(s)

## **TSC 6555 - Creating Outreach Campaigns for Social Impact Media**

The aim of this course is to deepen understanding and engagement around the role film and narrative can play in advancing social change. Students will explore the differences between film distribution and impact, what it means to design and manage outreach campaigns, the role of an "impact producer" in this, and the various forms of social change that are possible with film. At the completion of the course, students will be able to discern the impact potential of different narrative forms and connect them to broader opportunities for social change. 3 credit(s)

## **TSC 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. Cross-listed CSH 6560 3 credit(s)

## **TSC 6565 - Multiplatform Journalism: Evolving Models of News Creation**

This course is focused on empowering a student to critically discern and differentiate forms of digital journalism from traditional journalism and documentary form, and to apply this analysis to the creation of short media pieces aimed at social issues. Students will deepen their knowledge of the history of journalism, the evolution of contemporary approaches, the challenges and opportunities within the current digital media ecosystem, better preparing them for roles as producers of dynamic forms of media. 3 credit(s)

## **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 credit(s)

## **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 credit(s)

## **TSC 6590 - Peace and Justice Studies**

This course reviews theories from the social sciences in the study of peace, conflict, violence, and justice. It covers both positive (harmonious and sustainable ways of living) and negative (absence of war or violent conflict) conceptualizations of peace and justice at the interpersonal, cultural, national, and international levels, as well as considers the development of nonviolent efforts to create viable alternatives to militarism, inequality and injustice." 3 credit(s)

## **TSC 6592 - Immigration and Social Justice**

This course seeks to provide historical context to current debates over immigration reform, integration, and citizenship. The course will cover the historical and systemic context for understanding contemporary immigration politics, including xenophobia, immigration and citizenship policy debates, and border issues. The course will explore the current experiences and needs of refugees, including the intersection of immigration policy with issues of race, and gender inequality and discrimination. Finally, the course will evaluate policy and advocacy options that provide humane, just and sustainable approaches to immigration.

3 credit(s)

## **TSC 6594 - Peacebuilding**

The field and practice of peacebuilding utilizes nonviolent tactics to transform social conflict and to build cultures of peace. In this course, students will survey a range of roles and domains within the field of peacebuilding, including how peacebuilding is utilized in international post-conflict contexts, and how countries and communities which have experienced deep social conflict can benefit from peacebuilding. Students will also consider how peacebuilding can address structural violence and how innovative arts-based praxis can deepen peacebuilding efforts. The course will also explore the reflective practitioner skills and characteristics that are necessary to design, assess, and impact transformation in unpredictable conflict contexts.

3 credit(s)

## **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 credit(s)

## **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 credit(s)

## **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 credit(s)

### **TSC 7050 - Transformative Learning and Change**

The necessity and importance of Transformative Learning grows in times of uncertainty and complexity. We live in such a time. This course reviews the theory and practice of Transformative Learning, an interdisciplinary approach to learning, which seeks to invite transformation in the learner. Transformative Learning involves a shift in capacities in which one develops the ability to promote learning and change within oneself, with others and in community contexts. This course will provide students with an overview of how to support transformative learning in various domains, including education, healing, coaching, personal development, and in social change efforts. 3 credit(s)

### **TSC 7075 - Global Governance and the Quest for a Peaceful, Just and Sustainable World**

Humanity has long been plagued by wars, disease, famine, and social injustice. In recent years, new challenges such as climate change, terrorism, pandemics, and economic disruption have also become global in scale, posing serious threats to humankind. World leaders across many fields agree that we need an unprecedented level of cooperation between nations to solve these problems. A variety of approaches have been proposed to achieve that goal. This course investigates past attempts to solve global problems such as the League of Nations, our current system, including the United Nations, and proposals for a democratic world government capable of addressing these global issues. We will critically assess these approaches and discuss current efforts to implement them 3 credit(s)

### **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 credit(s)

### **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 credit(s)

### **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 credit(s)

### **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 credit(s)

### **TSC 7116 - Global Civil Society Activism and Social Change**

This course will explore the role of global social movements and other civil society efforts in support of transformative change. The course will review current and historical efforts toward global solidarity, including movements in support of human rights, multicultural inclusion, social justice, ecological sustainability, and peace. The course will focus on exploration of initiatives-from local to transnational- that address issues, social problems and social goods through a global lens. It will also provide an opportunity to explore solidarity, including intersectional solidarity, across various social movements. 3 credit(s)

### **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. 3 credit(s)

### **TSC 9020 - TSC Qualifying Essay 1: Literature Review**

The purpose of this 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. The essay involves a content domain focus with the degree field, including a critical review of relevant theoretical, empirical and historical literature on the selected topic. 3 credit(s)

### **TSC 9030 - TSC Qualifying Essay 2: Literature Review**

The purpose of this 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 3 credit(s)

### **TSC 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 credit(s)