Catalog Home

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Effective August 24, 2026

President's Welcome

Dear Saybrook Students,

Welcome to Saybrook University! I am Dr. Jeremy Moreland, President of the University. This catalog is designed to orient you to the university, providing you key information on policies and procedures related to the university in general and about your academic program in particular.

Over the coming days, weeks, and months you will be engaging - in person and online - with a beautiful 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 you to make the most of your studies by tapping into the various resources available, beginning with this updated catalog. Furthermore, know that our entire faculty, staff, and administration are here to support you along your academic journey.

I wish you the best as you continue and complete your studies. This is going to be a great year filled with tremendous potential and possibilities.

Jeremy L. Moreland, Ph.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
Tel: 800.825.4480 or 626.316.5300
www.saybrook.edu

Saybrook University's main campus in California offers fully online and hybrid online certificate and degree programs, supplemented by its signature University Learning Experiences. Most learning takes place through online coursework, with instructors using both synchronous and asynchronous instructional modalities.

Saybrook's University Learning Experiences (USL) are comprised of three distinct offerings.

(1) The Residential Learning Experience (RLE) takes place at the start of every semester for Saybrook students, faculty, and staff in certain programs such as counseling, and clinical psychology. During this experience, participants gather in person in California for a unique five-day event that includes class sessions, seminars, workshops, and intensives. (2) Students who are not required to attend the RLE, are required to attend the Virtual Learning Experience (VLE). This experience leverages technology to bring participants together during the first week of the semester to engage in a range of academic and skill-based learning online. (3) Biannually, in odd-numbered fall semesters, Saybrook hosts the Community Learning Experience (CLE). This in-person event is offered in lieu of the RLE and VLE. Attendance requirements vary by academic program; however, all programs offer on-site programming. All students are encouraged to take advantage of the special offerings available during this five-day event. For specific programmatic participation requirements related to VLE, please consult the Academic Commons Program Requirements page linked here: https://tcsedsystem.libguides.com/VLE_Requirements

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.

Jeremy L. Moreland, Ph.D.
President
Saybrook University

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 learning experience 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 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.

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

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Rolling Admissions

Under our rolling admissions plan, Saybrook accepts applications year-round for multiple upcoming terms. We notify applicants of admission decisions 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 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 Ph.D. 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 B.A. or B.S. from a regionally accredited college or university in psychology is preferred. However, non-psychology majors may be considered. All B.A. or B.S. admits will earn a master's degree in Psychology as part of the doctoral program; it is not a terminal degree. Students who do not have a master's degree in Psychology or a related field (e.g., social work, counseling, etc.) may be considered for admission, yet will need to earn the master's degree in Clinical Psychology as part of the doctoral degree program. The M.A. in Clinical Psychology is not a terminal degree.

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 master's or doctoral degrees, one of our certificate programs or non-degree coursework, please refer to the admissions 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. The NACES preferred provider is IEE. Students can obtain a discounted rate through IEE's custom link: https://myiee.org/university/saybrook-university Click 'Get Started' Students can also contact Global Engagement specialists for assistance.

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 in the Department Specific Policies section of the catalog. If a department does not have a provisional admission guideline, the department does not allow provisional admission.

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 must contact 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 who return within 365 days of their last date of attendance will resume their program under the academic requirements in effect at the time of their withdrawal. Students who return after more than 365 days from their last date of attendance are subject to the academic requirements and catalog in effect at the time of readmission.

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).

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

International Applicants

The Global Engagement department conducts international student recruitment and admissions on behalf of Saybrook University. The 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 M.A. Transformative Social Change and Ph.D. Transformative Social Change. The F-1 non-immigrant student visa is valid only for the duration of the Residential Learning Experience, and/or the Community Learning Experience. 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 Engagement 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 Engagement Specialists in International Admissions are available to assist you in your navigation of your visa's eligibility for study in the U.S. Contact the Global Engagement Specialists at sayinternational@saybrook.edu or +1.312.410.8982.

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 English Proficiency Scores are required of all international applicants who indicate on their application that English is not their primary language
2. Minimum scores required are:
    1. TOEFL (iBT) 89
    2. IELTS 6.5
    3. Duolingo 120
    4. Pearson Test of English (PTE) 56

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 may be fulfilled upon receipt of a final transcript from the aforementioned institution showing degree earned and date conferred or upon receipt of minimum English Proficiency Scores.
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 minimum English Proficiency Scores.

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) 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).

Students can obtain a discounted rate through IEE's custom link:

Saybrook University - Custom Link: https://myiee.org/university/saybrook-university

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
400 S. Jefferson St. Suite 2500
Chicago, IL 60607

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)

Saybrook Institutional Code: 1950
Phone: 800.872.1726

English Proficiency Tests

If English is not your primary language, you must submit proof directly to the Admissions Office that you are able to communicate in English at a proficient level. Acceptable proof of proficiency includes:

- Official Test of English as a Foreign Language (TOEFL) score report (TOEFL code: 9007). To be considered for admission, you must earn a minimum score of 89 on the internet-based test as a graduate program applicant.
- Official Pearson Test of English (PTE) score report. To be considered for admission, you must earn a minimum score of 56 as a graduate program applicant.

- Official International English Language Testing System (IELTS) score report. To be considered for admission, you must earn a minimum score of 6.5 as a graduate program applicant.
- Duolingo English Test score report. To be considered for admission, you must earn a minimum score of 120 as a graduate program applicant.
- Completion of the required level at a partner ESL institution (please inquire).

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
CSS Degree Programs		
MA Counseling	9	5
MA Transformative Social Change	6	7
MBA	9	10
PhD Clinical Psychology	15	5
PhD Counselor Education & Supervision	9	5

PhD Integrative Social Work	9	10
PhD Managing Organizational Systems	12	10
PhD Transformative Social Change	12	7
DBA	12	10
CIMHS Degree Programs		
MA Psychology	6	7
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 Mind-Body Medicine	9	10
PhD Psychology	12	7

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

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.

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. Arrangements generally occur through an MOU with the sending institution.*

*In the event of extraordinary circumstances with individuals transferring from an institution in distress or facing other difficulties, the university reserves the right to alter aspects of its transfer policies (expanded transfer of credits, course and curriculum exceptions, etc.) across any or all programs to support student progression and completion.

Students will still need to meet admissions requirements. Program crosswalks will be assessed on an individual basis. Determination of an "institution in distress" will be the responsibility of the university only, and students are not able to petition this determination. Transfer credit must be verified by the end of the first semester and will not be subject to additional evaluation/appeal.

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, may 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 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.

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.

Student Accounts and Financial Aid Policies

- Saybrook University Standard Tuition and Fees
- Additional Fees
- Tuition Payment Policies
- Loan Repayment
- Payment Options
- Cost of Attendance (COA)
- How to Apply for Financial Aid
- Loan Types
- Work Study
- Rights and Responsibilities

- Refunds and Withdrawal
- Enrollment Status for Financial Aid Eligibility
- Financial Aid Refunds
- Financial Aid Eligibility
- How to Determine Need
- Institutional Scholarships & Special Tuition Rates
- Veterans Benefits

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. A Cost Calculator to help determine estimated costs of enrollment can be found on the Saybrook University website at https://www.saybrook.edu/admissions/cost-calculator/.

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.

The University Learning Experience (ULE) Course Fee is applied when students attend either the Community or Residential Learning Experiences. Billed only during terms when the student attends the experience in person, through registration in Concred or the program's respective non-credit course. Supports faculty-led, non-credit academic activities that are integral to program outcomes and licensure requirements. The fee reflects a portion of the total cost of the experience.

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 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 or contact the Student Loan Advocate at 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)

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

Refunds and Withdrawal

Tuition Refund Policies

A course dropped during the Add/Drop period of the corresponding term/semester will be refunded 100% of tuition and course fees. A course dropped after the Add/Drop deadline will be subject to a partial refund of tuition only, according to the refund schedule below. Adding or dropping a course may change the student's enrollment status, which could result in changes to financial aid eligibility. Notices of Withdrawal must be made in accordance with Saybrook's Official Withdrawal Policy. The date of receipt of written notice of withdrawal or course drops by the Registrar's Office determines the amount of tuition charges potentially eligible for a refund based on the week it is submitted.

Students receiving Title IV funds are subject to the Return of Federal Funds policy regarding withdrawal and refunds. Any amount more than the aid "earned" for the period the student was enrolled in 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 Office of Student Accounts to arrange payment for any balance owed. If the student is due a refund, all checks and/or direct deposits will be automatically issued.

Refund Schedule

The refund schedule week begins on Monday and ends on Sunday, of the first week of a term/semester.

15 or 12-Week Semester Drop/Withdrawal Refund Schedule - 4 week model

Drop/Withdrawal	**Refund**
Up Until Close of Add/Drop Period*	100%
From close of add/drop to the close of Week 2	75%
Through the close of Week 3	50%
Through the close of Week 4	25%
Week 5 to Week 15	0%

8-Week Term/Semester - current model

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	**Refund**

Up Until Close of Add/Drop Period*	100%
Through the close of Week 2	50%
Week 3 to Week 8	0%

*See Academic Calendar for Add/Drop Dates

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 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 Policies

Tuition refunds for students who reside in Kansas, Maryland, New Mexico, Oregon, Texas, or Wisconsin will be issued in accordance with the policies required by the laws and regulations of those states. However, if the school's refund policy is more beneficial to those students, it will follow its refund policy and provide for refunds of tuition as provided in that policy. The date of receipt of written notice of withdrawal or course drops by the Registrar's Office determines the amount of tuition charges potentially eligible for a prorated refund for the states outlined in this policy.

Kansas Refund Policy

1. As required by the Kansas Board of Regents, the minimum refund that Saybrook will pay to a Kansas 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 Kansas student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.
3. This refund policy must be disclosed to students upon enrollment, and documentation verifying student refunds in accordance with this policy must be maintained.

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

New Mexico Refund Policy

1. Cooling off period. A student is entitled to a three-day cooling off period after making an initial deposit or payment toward tuition and fees. During the cooling-off period all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.
2. Registration charges. A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. Saybrook will retain, as registration charges, no more than $100 or 5% of tuition and fees, whichever is less.

3. Tuition and fees. Saybrook will retain tuition and fees earned and state gross receipts taxes at a pro-rata amount according to the following schedule:

Date of student withdrawal as a % of the enrollment period for which the student was obligated	**Portion of tuition and fees obligated and paid that are eligible to be retained by the institution**
On 1st class day	0%
After 1st day; within 10%	10%
After 10%; within 25%	50%
After 25%; within 50%	75%
50% or thereafter	100%

4. Tuition/fee refunds must be made within 30 calendar days of the institution receiving written notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier.
5. Upon request by a student or the department, the institution shall provide an accounting for such amounts retained under this standard within five workdays.

Oregon Refund Policy

Courses dropped during the Add/Drop period will be refunded 100% of tuition and course fees. Oregon students who withdraw from a course after the Add/Drop period are eligible for a partial refund through the middle week of the applicable term/semester.

Refunds are based on unused instructional time and are prorated on a weekly basis as detailed below.

8 Weeks

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	**Refund**
Week 1	100%
Week 2	75%
Week 3	63%
Week 4	50%
Week 5-8	0%

12 Weeks

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	**Refund**

Week 1	100%
Week 2	90%
Week 3	80%
Week 4	70%
Week 5	60%
Week 6	50%
Week 7-12	0%

15 Weeks

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	**Refund**
Week 1	100%
Week 2	93%
Week 3	86%
Week 4	79%
Week 5	72%
Week 6	65%
Week 7	58%
Week 8	50%
Week 9-15	0%

Wisconsin Refund Policy

A Wisconsin student enrolled in a program with the Online Campus will receive a full refund of all money paid if:

1. The student cancels enrollment within the three-business day cancellation period under EAB 6.04;
2. The student accepted, was unqualified, and the school did not secure a disclaimer under EAB 9.04;
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 may refund a pro rata amount if the withdrawal is due to mitigating circumstances beyond the student's control.

Enrollment Status for Financial Aid Eligibility

Saybrook University has established minimum credit hour thresholds for determining enrollment status. Students must maintain a minimum **half-time status** during the Fall and Spring semesters and full-time status in Summer to be eligible for financial aid. Enrollment status for each enrollment period (Fall, Spring, and Summer) is determined as follows:

Fall and Spring Semesters

Enrolled Credits	Enrollment Status
6 in each Fall & Spring Semester, plus 3 in Summer	Full Time
3 - 5	Half Time
2 or less	Less Than Half Time

Summer Semesters

Enrolled Credits	Enrollment Status

3 or more	Full Time
0 - 2	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 fall and spring semester with a minimum of three credits in the summer semester.

- Students can be registered for nine to twelve credits by the Academic Advisor after consultation with their Faculty Advisor.
- 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, found on the Student Gateway. 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

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

Important Notes

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

You must complete a new FASFA 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 provided you with all the necessary details of how to resolve.

Apply for an 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.nsldsfap.ed.gov.

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 or phone 888-253-5100 option 1.

Federal Loans

For an overview of federal loans, please visit 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. Please visit Canada Loan program for more information.

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. For questions regarding job announcements and hiring forums, contact Joletta Sells, Human Resource Manager, at jsells@saybrook.edu.

Rights and Responsibilities

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

Borrower's Rights

You have the right:

1. To know what financial aid programs are available at your school.
2. To know the deadline for submitting applications for each available program.
3. To know how financial aid will be distributed, how decisions are made and the basis for these decisions.
4. To know how your financial need was determined. This includes how costs for tuition and fees, books and supplies, room and board, travel, personal and miscellaneous expenses, etc., are considered in your budget.
5. To know how much of your financial need had been met as determined by the financial aid advisor at the 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.
8. To request an explanation of the various programs in your student aid package.
9. 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: https://studentaid.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 Disclosures."

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 & Special Tuition Rates

Saybrook University offers scholarships and special tuition rates for new and continuing students based upon their program or alumni, military/veteran* status. A student enrolled in a Master's or Doctoral program that qualifies for a scholarship or special tuition rate must register for each term required by the program and maintain full-time status in the fall and spring terms, typically at least six credit units, and half-time status in the summer, typically at least three credits. Courses from which a student withdraws do not count toward scholarship eligibility requirements.

If a student obtains a Leave of Absence, Withdrawal or falls below required program enrollment, the student will fall outside the eligibility requirements and will be billed the full program tuition rate going forward. A student moving from a special tuition rate or scholarship-eligible program to one without eligibility will also be billed the full program tuition rate.

Information about individual scholarships is located on the scholarship page: https://www.saybrook.edu/scholarships-for-graduate-students/

*This applies only to the special tuition rate Saybrook offers for Active Duty Servicemembers, Veterans, Reservist, National Guard Members, Spouses, and Qualifying Dependent Children. VA benefits are governed by the Veterans Affairs Benefits Administration. https://www.benefits.va.gov/BENEFITS/

Veterans Benefits

Use your GI Bill® 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.

To apply for benefits, contact the Department of Veterans Affairs at 1-888-GIBILL (1-888-442-4551), information is also available on the GI Bill website https://www.va.gov/education/about-gi-bill-benefits/. Saybrook University does not determine eligibility for students. Once approved, you will receive a Certificate of Eligibility (COE) from the VA. Submit the Certificate of Eligibility (COE) and the VA Student Responsibility form to Saybrook Military Benefits (saymilitarybenefits@saybrook.edu).

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 Post-9/11 GI Bill (Chapter 33) | Veterans Affairs (va.gov) for more information.

VA Benefits Enrollment Verification

Saybrook University's School Certifying Official will verify your enrollment and submit the necessary enrollment certification to the VA. The School Certifying Official cannot certify the enrollment unless registered for 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 (COE) and the 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 Veterans Readiness and Employment (VR&E) formerly Vocational Rehabilitation and Employment.

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 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 https://www.va.gov/education/about-gi-bill-benefits/montgomery-active-duty/ 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).

Constitution Day

http://www.constitutionday.com/

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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 of the academic year. Students are required to be continuously enrolled in at least half-time status to meet Saybrook's continuous enrollment standards. Students who enroll in only one term (term A or B) will be considered enrolled for the full semester, so long as they meet the half-time status requirement. 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 semesters 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 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.**

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 learning conferences, required supplementary academic sessions in the Residential/Community Learning Experience (RLE/CLE), 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 their 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 a face-to-face educational session Residential/Community Learning Experience (RLE/CLE), 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 to which they wish to transfer.

The new program may have additional requirements that the student should submit/meet before the Department Chair will approve their form. Information on moving to specific programs can be found in the Department Specific Policies sections of the catalog.

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
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

Code	Description	Quality Points
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
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.

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 Vice Provost of Student Life and Dean of Students, 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 Vice Provost of Student Life and Dean of Students at 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 Vice Provost of Student Life and Dean of Students, or their designee, 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 Dean of Students, a formal letter will be generated and sent to the student, instructor, Department Chair, Registrar (where relevant), and the Provost and Acting President. 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 Petition for Policy 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 a final course 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 a reexamination of the student's work 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 completion. For 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.

Grade Appeal Procedure: Should a student wish to question a grade assigned by an instructor. The student should first consult with the instructor. If the matter isn't resolved, the student may submit a formal appeal in writing to the appropriate Department Chair. If the Department Chair is the course instructor, the appeal will go to the College Dean.

Formal grade appeals must take place after the course grade is filed and within four weeks of that filing. 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.

The student is responsible for informing each instructor of their ADA accommodation at the beginning of each semester and providing the instructor with current documentation of that accommodation.

Notification: Once the Department Chair or the Dean makes a decision on the appeal, the Department Chair will inform the instructor of record for the course and the student of the appeal outcome and return the finalized Grade Appeal Request form to the Office of the Registrar.
If the student disputes the decision of the Department Chair or Dean, the student may lodge a final appeal within two weeks of the notification with the next highest academic officer. A Department Chair's decision may be appealed to the Dean, and a Dean's Decision may be appealed to the Vice President for Academic Affairs. The decision on this second appeal is final and cannot be appealed further.

Saybrook University Policy on Academic Performance, Professionalism, and Remediation

Policy Overview

This document reviews the Saybrook University Policy on Academic Performance, Professionalism, and Remediation. The material represents a university-wide policy adhered to by the College of Integrative Medicine and Health Sciences (CIMHS), the College of Social Sciences (CSS), and the Office of Research Innovation and Sponsored Projects (ORISP). Please note that this policy is independent of other university-wide policies. Refer to the academic catalog and degree program-specific student handbooks for a full review of Saybrook University policies.

Academic performance, ethical conduct, and professionalism relative to the university contexts presented are criteria for student performance review.

I. **Expectations**
Students are accountable for adequately managing personal issues impacting their academic performance, ethical conduct, and professionalism. The Department Chairs and members of the program's academic review team may be called on to assess problems related to program progression. In addition, students are expected to

adhere to all university-wide policies (e.g., Student Code of Conduct, Student Academic Progress, Professional Comportment, Research Misconduct, and degree/career-specific expectations. This is a university-wide foundational policy; however, additional expectations exist for clinical psychology and counseling students.

Academic Performance

Below are examples of academic performance issues. This list is not exhaustive, and the review committee for each department retains the authority to determine if there are significant concerns regarding a student's 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 proposal orals or final defense)
- Low student engagement (e.g., not participating regularly in discussion boards)
- Timeliness concerns regarding submitted coursework or violations of the department's late policy (if applicable)
- Incomplete attendance at required University Learning Experience such as the Residential Learning Experience (RLE), Community Learning Experience (CLE), or Virtual Learning Experience (VLE) events. Examples include arriving late or departing early from the RLE without permission and arriving late or departing early from lectures as evidenced by the facilitator). Refer to the academic program requirements for details if specific courses require RLE, VLE, or CLE attendance.
- Plagiarism or significant difficulties with authentic writing as outlined in Saybrook University's Policy on Authentic Writing and Plagiarism and Academic Honesty and Authorship.
- Self-plagiarism (e.g., submitting coursework from a previous course without instructor pre-approval)
- Enrollment in the dissertation proposal for more than two years (6 to 9 semesters) without progressing to successful proposal orals or dissertation will result in a formal academic review.
- Failure to meet academic standards/expectations as outlined in a remediation plan.

Ethical Conduct

Below are examples of issues associated with ethical conduct. This list is not exhaustive, and the review committee for each department retains the authority to determine if there are significant concerns regarding a student's ethical conduct.

- Violation of any enforceable standards outlined in the APA and other relevant professional ethics codes specific to academic, research, clinical performance, 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 violates applicable state or federal law(s).
- Violation of Saybrook's Research Misconduct Policy.

Professionalism

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

Below are examples of professional behavior issues. This list is not exhaustive, and the review committee for each department retains the authority to determine if there are significant concerns regarding professionalism.

- Inability or unwillingness to incorporate necessary supervisory feedback
- Difficulties regarding interpersonal communication, such as:

    - Misrepresentation of communications or interactions with peers, faculty, staff, and/or leadership administration
    - Hostile communication, including threats of violence, retaliation, or demonstrations of hate speech, prejudice, and/or bigotry.
    - Disrespectful written correspondence and/or video/phone etiquette (including excessive and repetitive correspondence, personal calls, or texting)
    - Inability or unwillingness to engage in self-reflection
    - Inappropriate professional dress or attire
- Inappropriate or unprofessional behavior at University Learning Experience (RLE, VLE, CLE) events. Examples may include, but are not limited to:
    - Hostile communication
    - threatening or disturbing physical behavior and interactions
    - Attending lectures under the influence of substances or in a compromised state (e.g., alcohol, illicit drugs, prescribed drugs, etc.)
    - Disrespect toward facility staff, or Saybrook University community members (e.g., students, faculty, employees, administration, University guests, invited speakers, significant others also in attendance, etc.)
    - Violations of the Saybrook University Student Code of Conduct or Title IX guidelines on discriminatory and harassing behavior
- Failure to meet professionalism standards/expectations as outlined in a remediation plan

II. **Identifying and Reporting Issues**

Identifying students demonstrating academic performance, ethical conduct, or professional behavior problems across all courses, university learning experiences (residential, virtual, and community learning experiences), and other Saybrook activities as early as possible is important to protect the public and facilitate student success. Faculty, staff, and students are encouraged to observe and report related incidents to the student's Department Chair and Chair of the Department of Research, if appropriate, at any time. In consultation with relevant parties, the Department Chair determines if the incident warrants an informal or formal review.

Informal Resolutions

Minor issues regarding academic performance and professional behavior will be resolved informally. For example, a faculty member or peer may address the problem with the student by sharing feedback and talking through the issue. The department chairs and faculty advisors are available to consult as needed.

Formal Review Procedures

The student's Department Chair, and the Chair of the Department of Research, if applicable, will review Level I, II, and III cases with the relevant parties (e.g., the Dean, faculty member, academic advisor, staff member, or an existing Academic Review Committee) and determine the next communication and remediation steps as part of the formal review procedures.

Level I: Minor Issues of Academic Performance, Ethical Conduct, or Unprofessional Behavior

- Level I cases 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 below "clearly adequate," a single instance of interpersonal conflict reflecting poor communication skills, and repeatedly missing assignments.
- The Department chair and Chair of the Department of Research, if applicable, will document the first-time offense by emailing the student a Level I Written Warning and remediation plan. If applicable, the College Dean, Dean of Research, and other individuals involved will receive a copy of the notification letter.

Level II: Moderate Issues of Academic Performance, Ethical Conduct, or Unprofessional Behavior

- Level II cases may include repeated difficulties with authentic writing, repeated hostile communication, or interpersonal conflict with a single individual.

- The Department Chair and Chair of the Department of Research, if applicable, will document the incident by emailing the student a Level II Written Warning and remediation plan. If applicable, the College Dean, Dean of Research, and other individuals involved will receive a copy of the notification letter.

Level III: Serious Issues of Academic Performance, Ethical Conduct, or Unprofessional Behavior

- Level III cases include egregious evidence of plagiarism, unprofessional behavior, and ethical misconduct. They may also involve repeated incidents of failing multiple courses and not satisfying the action steps in previous remediation plans.
- The Department Chair and Chair of the Department of Research, if applicable, will document the incident by emailing the student a Level III Written Warning and remediation plan. The College Dean, Dean of Research, if applicable, and relevant parties (e.g., the Dean, faculty member(s), academic advisor(s), and staff member) involved will also receive a copy of the notification letter. Depending on the severity of the incident, the violation may be escalated to Student Affairs, resulting in more severe disciplinary action per the Student Code of Conduct in the Saybrook University Academic Catalog.

III. Remediation Plans and Dismissal

This section provides an overview of student remediation plans and dismissal processes.

Remediation Plans

A remediation plan addresses the specific issue(s) described in the Level I, II, or III notification letter and includes assigned tasks with structured timelines. Examples of assigned tasks include but are not limited to additional coursework, a modified academic workload, enrolling in a writing course, written acknowledgment of violations, self-structured behavior change, and new learning experiences.

If a decision has been made to implement a remediation plan, the student's degree Department Chair will coordinate an initial meeting with the student and relevant stakeholders. Additional reviews and meetings will be scheduled to reassess the student's progress as needed.

The student will remain in good standing if the remediation plan requirements are met. In some instances, when progress is evident but slower, further remediation (more time, additional requirements) may be necessary to support the student's efforts. If the student has made no progress during the remediation period, the case will be escalated to evaluate grounds for potential dismissal from the program.

Potential Dismissal

The dismissal of a student is a serious matter and generally denotes unresolved issues related to inadequate academic performance, ethical conduct, or behavior problems. 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, department policies, and relevant state and federal guidelines)
- Unsatisfactory progress in the dissertation phase (two or more years in the dissertation proposal)

Depending on the severity of academic dishonesty, the violation may be escalated to Student Affairs, resulting in more severe disciplinary action per the Student Code of Conduct in the Saybrook University Academic Catalog.

Grounds for immediate dismissal may include but are not limited to, inappropriate, discriminatory, or prejudiced speech; violence or threats of violence; egregious violations of the APA ethics code; violations of federal or state laws; repeated difficulties with plagiarism 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.

If immediate dismissal is indicated, the College Dean and Department Chair, Dean of Research, and Chair of the Department of Research, if applicable, will notify the student in writing that they have been dismissed from the program, effective immediately. As Section IV outlines, the student may appeal an immediate dismissal decision.

If a student is dismissed from the program or voluntarily chooses to withdraw, reports relevant to academic performance, ethical conduct, and professional comportment will be considered if the student decides to reapply. Readmittance to the program is not guaranteed.

IV. **Appeals Procedure**

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

If the student would like to appeal the determination, they may file an appeal with the Provost & Vice President for Academic Affairs for review within seven (7) business days of receiving the College Dean's decision. The Vice President for Academic Affairs & Provost have seven (7) business days to consider the appeal and make a final decision by emailing the student a formal letter.

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 Advising Office before the Add/Drop deadline. A LOA request made to any other person or department other than the Advising Office and/or 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 but will have a registration hold placed on their student record. 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. To ensure a seamless return to the program, students on LOA are required to meet with their Academic Advisor to have the registration hold lifted before classes are scheduled for the term/semester following 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.

Temporary Withdrawal Policy

A temporary withdrawal may be considered if one of the following conditions is met:

- A student faces an unforeseeable and unexpected circumstance (significant change in their health, financial situation, employment, or an urgent personal matter); or
- A student does not have a course to take as determined by the institution.
- In addition to meeting one of the above conditions, the student must have an expected date of return. A student is limited to two terms/one semester of temporary withdrawal in any 12-month period. A student in Pending Probation status who wishes to apply for temporary withdrawal must first have their Academic Recovery Plan approved by their Department Chair or Academic Dean. Once the approved petition is on file, the student will be returned to Academic & Financial Aid Probation status before having their temporary withdrawal request processed.

A student granted temporary withdrawal is not required to complete a Re-Entry Request Form to return to school. Rather, they will be advanced through the re-entry process automatically. See the Readmission Policy for details. A student who faces an unforeseeable and unexpected circumstance that leads to a significant change in their life and

subsequent withdrawal from the school after the Add/Drop deadline may appeal for financial relief using the institutional Petition for Policy Exception process.

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/or 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

Some degree programs allow a student to complete a specialization. A specialization is a specific area of emphasis within the student's chosen degree program.

To change a specialization, 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.

University Learning Experience

Saybrook University's University Learning Experience (ULE) is a community experience through which Saybrook University students, faculty, staff, and alumni convene to learn, connect, and innovate, furthering the university legacy and mission. The ULE is comprised of three unique experiences utilizing different modalities: 1) the Residential Learning Experience (RLE), 2) the Virtual Learning Experience (VLE), and 3) the Community Learning Experience (CLE).

1. The Residential Learning Experience (RLE) is an on-ground learning event for some of Saybrook's programs. The event takes place during fall and spring terms when the CLE is not occurring. Participation in the RLE is mandatory for students registered in Clinical Psychology and Counseling programs; See the specific degree programs for more information.
2. The Virtual Learning Experience (VLE) is a synchronous online learning event for Saybrook's non-clinical programs. The event takes place during fall and spring terms when the CLE is not occurring. Participation in the VLE is determined by the department.

3. The Community Learning Experience (CLE) is an on-ground learning event for both clinical and non-clinical programs. The event takes place during the fall term, only on odd numbered years (beginning fall 2025) in lieu of the RLE/VLE. Participation in the CLE is mandatory for students registered in clinical licensure programs. Participation in the CLE for students registered in non-clinical programs is determined by the department.

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;
- 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 Provost and Acting President.
6. The Degree Conversion form will stipulate any course requirements still needed to qualify for the new degree or certificate.

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. In order to make attending a in-person learning events such as the RLE or CLE 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 learning experience 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.

<u>Criteria for Consideration</u>

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 Provost and Acting President.

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)
- Student Complaint and Resolution: Policy and Procedures
- External Complaint
- Student Code of Conduct
    - Student Code of Conduct Complaint Procedures
    - Review Complaint and Determination by the Vice Provost of Student Life and Dean of Students
    - Student Code of Conduct Review Panel
    - Disciplinary Sanctions
    - Appeal Procedure

- Anti-Discrimination, Anti-Harassment, and Prohibited Retaliation Policy
- Policy Exceptions
- Religious Accommodation
    - Student Code of Conduct Review Panel
    - Disciplinary Sanctions
    - Appeal Procedure
    - Professional Comportment
    - Anti-Hazing Policy and Procedure
- Saybrook University Policy on Authentic Writing and Plagiarism
- Social Media Policy
- Student Policy on Pregnancy and Related Conditions
- Student Services Personnel, Policies, and Process
- Title IX Policy

Americans with Disabilities Act (ADA)

Accommodation

A qualified disabled student or applicant who requires an accommodation should complete the application for an accommodation, which is accessible from the Saybrook University Student Gateway. 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 them with the 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students 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 University Learning Experience 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

Saybrook University is pleased to partner with TimelyCare to provide students with FREE, 24/7 access to virtual care services with TimelyCare. Students do not need insurance to access TimelyCare services. Available resources include on-demand support for common health issues, on-demand emotional support, scheduled medical and counseling, self-care content, and basic needs support. Visit our TimelyCare site to create an account to take advantage of these resources: https://app.timelycare.com/auth/login.

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
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 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 Vice Provost of Student Life and Dean of Students, 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:

U.S. Department of Education
Student Privacy Policy Office
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

Student Complaint and Resolution: Policy and Procedures

Saybrook University is committed to providing students with an educational experience of academic excellence and professional services. Leaders across the institution are committed to maintaining a collaborative community based on mutual respect. When students encounter conflicts or problems with faculty or with the implementation of Saybrook policies, procedures, or other requirements, the following guidelines promote collaborative steps for the appropriate participants:

- 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.

Issues Eligible for a Review: Eligible issues that have not been resolved with the appropriate parties include academic policies and procedures, transcripts, classroom issues, course scheduling, personal hardship matters, final grade appeals, and faculty advising.

Issues Ineligible for Review**:** Issues ineligible for review include the substance of any duly adopted policy or procedure, the substance that forms the basis for student performance evaluation, academic performance, Institutional Review Board (IRB) decision outcomes, grade appeals, transfer credits, course content, decisions regarding a student's academic status (including Satisfactory Academic Progress {SAP}), content or quality of services that do not arise from a specific act or incident and/or where a student cannot show disadvantage or unfair treatment; comments about the general content or provision of a course or program, and general allegations of misconduct or inappropriate behavior by students. Additionally, decision outcomes made under the *Petition for Policy Exception* are ineligible for review under this policy.

Complaints alleging violations of the Anti-Discrimination, Anti-Harassment, and Prohibited Retaliation, Title IX, and Accommodations policies as outlined in this catalog shall follow the university's procedures for such complaints and will be monitored by the Vice Provost of Student Life and Dean of Students.

Informal Problem-Solving Procedures

The first step in addressing most problems or conflicts is for the student 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 student should contact their faculty advisor or Department Chair to guide appropriate next steps. Resolution steps may include reviewing records, consulting with relevant departments and/or offices on policy matters, and/or providing mediation assistance.

Procedures to File a Formal Complaint

Any student who believes they have been subjected to an improper decision on an academic or administrative matter is entitled to file a formal complaint. A formal written complaint should be submitted when a decision is made by a person or group of persons acting in an official University capacity that directly and adversely affects the student. The formal complaint process cannot be used to challenge dissatisfaction with a university, department, or academic policy of general application on the grounds that the policy is perceived as unfair or inadvisable.

A formal complaint must be submitted to the Dean no later than 20 business days after the Reporting Party first became aware of the facts which gave rise to the complaint.

The formal complaint procedure is managed by the Dean. The complaint must be submitted electronically by accessing the Student Complaint and Resolution Submission Form and following the required prompts:

Part I: Student and Program Identification

The student's name, student identification #, email address, phone number, name of the department, degree level, name of degree or certificate program, faculty advisor (if applicable), and semester/year they started the program (e.g., Fall 2025).

Part II: Complaint Submission

- Include the date of the incident.
- Include the specific Saybrook policies and/or any procedures that have been violated, and in what manner there has been material damage or adverse impact.
- Describe your attempts made to informally resolve the problem and the outcomes of these attempts.
- Describe the decisions by Saybrook and the events that initiated the formal complaint.
- Include the names of decision-makers and other persons with knowledge of the matters related to the complaint.
- Describe the specific actions, remedies, or outcomes requested to resolve the concern, including any steps you propose Saybrook should take to address the issue and achieve a satisfactory resolution.

Processing a Formal Complaint

The Dean or their designee must initiate the formal complaint resolution procedure within ten (10) business days of receipt of the formal complaint.

The Dean or their designee will determine if the complaint warrants an informal or formal review based on the criteria articulated in this policy. If the matter is deemed ineligible for review, it will be dismissed, and a letter will be sent to the student stating so. If the matter is deemed reviewable, the Dean or their designee will designate an ad hoc committee to review the complaint and determine action steps.

Ad Hoc Review Committee

An ad hoc committee will be comprised of the Dean or their designee and two other members of the Saybrook community (e.g., staff, faculty members) who are not associated with the complaint. In some instances, a designated student may participate. The Dean or their designee will designate one ad hoc review committee member to serve as the chairperson.

At any time during the formal complaint review, the Dean or their designee and the ad hoc committee may make further attempts to resolve the complaint informally.

If the Reporting Party provides evidence that a member of the ad hoc review committee is unable to be impartial, they may request that the Dean or their designee disqualify that member. Such disqualification shall be granted only upon the demonstration of a conflict of interest. The decision to alter or preserve the composition of the ad hoc review committee rests solely with the Dean or their designee, and the decision is final.

Ad Hoc Review Committee Procedures

1. All proceedings of the Ad Hoc Review Committee are confidential.
2. The designated chairperson of the Ad Hoc Review Committee will convene the meeting and provide a resolution within 20 business days of the complaint being filed.
3. The meeting includes gathering the relevant information submitted by the complainant and by any officer, agent, or representative of Saybrook whose decision or actions are at issue, as well as any other information requested by the Review Committee Chair.
4. A record of the meeting shall be kept by the chairperson, including copies of exhibits, notes on the information provided by witnesses and parties, and any recordings of the meeting.
5. The complainant will be present when the Ad Hoc Review Committee meets and may bring another member of the Saybrook community as a support person. The meeting shall be closed to any person who is not a party to the grievance, a person called by the committee chairperson to provide information, or the complainant's support person. The Review Committee Chair shall regulate the presence of persons and the calling of persons to provide information. Questioning of involved parties shall proceed informally except that any party to the grievance may request the Review Committee Chair to allow cross-questioning on important matters that do not intrude into personal privacy. Attorneys are not permitted at the meetings; however, a student may seek the advice of an attorney before or after the meeting.
6. The Review Committee Chair shall convene the Ad Hoc Review Committee to conduct a confidential assessment of the complaint. Upon completion of the assessment and upon approval by a majority vote, the Committee shall finalize the resolution outcome and deliver the decision within ten (10) business days.

Appealing the Resolution Outcome

If a student feels that the outcome of the complaint process reflects incomplete or unfair use of the information or is inconsistent with relevant Saybrook requirements and/or policy, the student may request a review of the process and/or outcome by the Provost. If a student decides to file an appeal, it must be submitted to the Provost within ten (10) business days of the Ad Hoc Review Committee's determination and state the grounds for appeal, including a list of alleged errors in the decision or the decision-making process. It must include the requested remedy, the date of submission, and the student's signature. The Provost or their designee will review all information and make one of the following determinations:

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

-or-

- Determine that the Ad Hoc Review Committee outcome stands.

The Provost or their designee will issue a final and binding appeal decision to the student, the Dean, and the Ad Hoc Review Committee Chair within ten (10) business days.

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

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

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

For students residing in the state of Washington, the Washington Student Achievement Council (WSAC) has the 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 Prohibited Retaliation Policy

*The text below is a summary of Saybrook University's Anti-Discrimination, Anti-Harassment and Prohibited Retaliation ("DHR Policy"). For the full Policy, please click HERE.

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.

The DHR Policy prohibits discrimination, harassment, and retaliation based on membership in a Protected Category. Sex discrimination, which includes sex-based harassment, is governed by the Title IX Policy.

The DHR Policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive subject matters protected by academic freedom. The sections below describe the specific forms of legally prohibited discrimination and harassment that are also prohibited under Saybrook policy. Consistent with federal and state law, when speech or conduct is protected by academic freedom and/or the First Amendment, it will not be considered a violation of Saybrook policy, though supportive measures may be offered to those impacted. Petty slights, annoyances, and isolated incidents will not rise to the level of a 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 DHR 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, please visit or click HERE.

Saybrook will promptly investigate possible discrimination, harassment, or retaliation whenever it becomes aware of such conduct or otherwise respond if it determines that an investigation is not required. A student who believes that they have been subjected to discrimination, harassment, or retaliation is encouraged to report the conduct immediately to the Vice Provost of Student Life and Dean of Students. An employee who believes that they have been subject to sex discrimination, including sex-based harassment should contact the Title IX Coordinator as those matters are handled under. An employee who believes that they have been subject to harassment, discrimination, or retaliation based on a Protected Category, should contact Human Resources, as those matters are handled under the Equal Employment Opportunity, Non-Discrimination, and Anti-Harassment Policy.

When an alleged violation of the DHR Policy is reported, the allegations are subject to resolution using the appropriate process, as determined by the Vice Provost of Student Life and Dean of Students and as detailed below. The report should include details of the incident or incidents, names of the individuals involved, names of any witnesses, and any documentation supporting the allegation.

Response to Complaints - Resolution Processes

Upon receipt of a student report alleging discrimination, harassment, or retaliation, the Vice Provost of Student Life and Dean of Students will determine the appropriate next steps in accordance with the DHR Policy. The appropriate process depends on the type of allegation. If the allegations involve sex discrimination or sex-based harassment within the Title IX definitions, the Resolution Process outlined in the Title IX policy will be followed. If the allegations involve all other types of discrimination, harassment, or retaliation, the process in the DHR Policy will be followed.

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.

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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students 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

The sanctions process is intended to provide an equitable procedure to both the Complainant and the Respondent, demonstrating promptness, fairness, and impartiality.

The Vice Provost of Student Life and Dean of Students will convene a Sanctions Panel. The Sanctions Panel will include three members selected from a pool of administrators and faculty members trained in sanctioning violations of the DHR Policy. One panel member shall be designated leader of the proceedings. The Complainant and the Respondent will receive written notice of the Sanctions Panel members and will have an opportunity to request a substitution if the participation of any of the individuals named poses a conflict of interest. The Complainant and Respondent must submit their request for substitution to the Vice Provost of Student Life and Dean of Students, in writing, within 24 hours of receiving panel member names.

After the Sanctions Panel has been convened, members will be provided with the investigator's findings and recommended sanctions.

Within five business days of receipt of materials, the Sanctions Panel shall meet to determine what, if any, sanctions will be issued. In making such a determination, the Sanctions Panel will not reconsider the findings but will determine what sanctions are appropriate to remedy the violation and maintain or enhance safety from misconduct in Saybrook's learning environment.

If a student fails to comply with sanctions issued by the Sanctions Panel, the matter will be brought back to the Sanctions Panel for a determination of whether additional sanctions should be imposed. If the failure to comply with the sanctions is deemed willful or intentional, additional, more severe sanctions may be imposed. Also, the Sanctions Panel may work with the Vice Provost of Student Life and Dean of Students to address the failure to comply.

Appeals

Students

Any student who is a Complainant or Respondent under the DHR Policy has the right to appeal the determination of a violation of the DHR Policy and any sanctions decision by submitting a written letter of appeal to the Provost and Vice President of Academic Affairs within five business days of issuance of the investigative determination and sanctions decision.

Employees

Any employee who is a Respondent under the DHR Policy has the right to appeal the determination of a violation and sanctions by submitting a written letter of appeal to the Human Resources within five business days of issuance of the investigative determination and sanctions decision.

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);
- A documented natural disaster;
- or other similar specified reason.

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 waivers 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)

Outcomes:

Outcomes granted through policy exceptions 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 Committee who will provide written notification to the petitioner.

Religious Accommodation

Saybrook is committed to diversity and nondiscrimination in accordance with state and federal laws and regulations, and the institution supports all students in their religious affiliation or non-affiliation. As such, the school will reasonably accommodate a student's religious observance or practice unless such accommodation fundamentally alters the nature of a course or academic program or is deemed unreasonable.

A student who needs to miss a class meeting, examination, or other course or program requirement due to religious observance or practice must request an accommodation by the Add/Drop deadline of the impacted term/semester using the Religious Accommodations Request Form. Student Affairs reviews and manages the request and, if approved,

issues a formal religious accommodations letter. A student is responsible for providing the accommodations letter directly to their faculty and relevant university personnel.

Upon receiving an accommodations letter, the instructor of record for the course will work with the student to apply approved accommodations that would allow an opportunity to make up any missed work, without penalty, unless granting such an opportunity would fundamentally alter the nature of the course or academic program and/or create undue hardship for the institution or another student. An approved absence from a class meeting, examination, or other requirement under this policy will not count against any mandatory attendance requirement. However, absence does not relieve a student of responsibility for making up the missed course requirements.

Approved accommodations must be documented on the request form. A student who fails to engage in this process may not be accommodated.

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 a 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, Prohibited Retaliation, and Title IX Policies; 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.

k. Hazing: any intentional, knowing, or reckless act, activity, or method committed by a person (whether individually or in concert with other persons) whether through active or passive participation against another person or persons, including current, former, or prospective students regardless of the willingness of such other person or persons to participate or their actual or apparent consent that is committed in the course of a pre-initiation, an initiation into, an affiliation with, or the maintenance of membership in an official or unofficial student organization or club that causes or creates a risk of physical or psychological injury, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization.

Student Code of Conduct Complaint Procedures

a. Administration. This Student Code of Conduct (SCC) is administered by the Vice Provost of Student Life and Dean of Students or their Designee.
b. Initiation of Complaint. Any member of the Saybrook community may file a complaint of SCC violation with the Vice Provost of Student Life and Dean of Students 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 Prohibited Discrimination, Anti-Harassment, Anti-Retaliation, and Title IX Policies. The Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students

If the Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students may be unable to be impartial or may have a conflict of interest, the complaint may be referred to the Provost and Vice President for Academic Affairs or their designee for review and determination regarding the alleged conflict of interest. The Interim President & Provost will determine if a conflict exists, and their decision is final. A copy of the complaint will be provided to the responding party.

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

The Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students may impose formal disciplinary sanctions up to and including probationary status. The responding party will be informed in writing if the Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students and/or the Associate Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students or Designee may decide to resolve an alleged Student Code of Conduct violation informally. As part of the informal resolution process, the Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students or Designee may determine a matter warrants formal consideration and action, even if informal resolution has been attempted. In such cases, the Vice Provost of Student Life and Dean of Students or Designee will convene a formal Review Panel chaired by the Vice

Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students or Designee. The Review Panel shall be charged with formal determination of, report upon, and recommend 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students disqualify that member from the Review Panel. Only the Vice Provost of Student Life and Dean of Students or Designee may grant a request for disqualification, and his/her decision in such matters is final, unless the responding party claims that the Vice Provost of Student Life and Dean of Students is the individual with a conflict. In that situation, the Vice Provost of Student Life and Dean of Students will determine if a conflict exists, and their decision is final.

The Vice Provost of Student Life and Dean of Students 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 proceedings 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 Vice Provost of Student Life and Dean of Students 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 interviews of witnesses, which may include the referring party, who are present in person or by telephone/video.
3. The Vice Provost of Student Life and Dean of Students 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 a 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students (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.

Disciplinary Sanctions for Student Organizations

When a student organization is found to have violated the Anti-Hazing Policy, potential sanctions include but are not limited to the following:

1. Verbal or written warning that future misconduct may result in further or more severe disciplinary action.

2. Disciplinary Probation: the student may remain at Saybrook on the condition of demonstrated behavior that is acceptable to Saybrook within a specified period.

3. 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.

4. 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.

5. 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 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.

6. 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 University Learning Experience/Residential Learning Experience site(s) immediately. Upon dismissal, all Saybrook log in credentials will be disabled immediately, as outlined above.

7. Revocation of privilege(s) such as hosting social events, recruitment, new member activities, etc.;

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 University Learning Experience/Residential Learning Experience 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 Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students decision to the Vice Provost of Educational Effectiveness 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 Provost of Educational Effectiveness 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;
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 Provost of Educational Effectiveness or designee may leave the original sanction intact or reduce the original sanction. If the Vice Provost of Educational Effectiveness determines that there was a substantial and prejudicial failure to follow procedure or new evidence are arguments that were not available at the time of the Review Panel proceedings, the Vice Provost of Educational Effectiveness should send the matter back to the Vice Provost of Student Life and Dean of Students or Review Panel for further review. The decision of the Vice Provost of Educational Effectiveness 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 Provost of Educational Effectiveness 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 Vice Provost of Student Life and Dean of Students to convene a formal Review Panel to determine the appropriate course of action.

Anti-Hazing Policy and Procedure

Saybrook University prohibits hazing in all settings and by all students and student organizations. This includes acts committed on or off campus, in-person or virtually, and during any activity tied to group affiliation.

Students and student organizations are expected to uphold the integrity and safety of the learning community. Hazing is prohibited regardless of an individual's willingness to participate.

Saybrook strictly prohibits nonconsensual photography and the creation or distribution of AI-generated imagery. This includes taking or sharing photos, videos, or audio recordings of anyone without their explicit consent, especially in private settings. It also covers creating, possessing, or distributing any AI-generated image or media that depicts an individual without their consent, such as deepfakes or manipulated content. Using any imagery, real or AI-generated, to haze, harass, or humiliate another member is a serious violation. Such actions will result in disciplinary measures,

including but not limited to suspension or expulsion, and may also lead to legal consequences. We are committed to fostering a safe and respectful environment where everyone's privacy and dignity are protected.

Retaliation against individuals who report hazing in good faith or who participate in an investigation is strictly prohibited. These individuals will not face disciplinary action for ancillary policy violations that emerge in the investigation, such as alcohol use, unless such actions involve harm to others or reckless endangerment. A student who believes they have been subject to hazing should submit the Student Complaint of Hazing Intake Form or email Student Affairs at studentaffairs@saybrook.edu.

Saybrook University Policy on Authentic Writing and Plagiarism

As a commitment to academic integrity, professionalism, and excellence, Saybrook University's faculty and students are expected to follow policies specific to authentic, original writing. A common violation of authentic writing is plagiarism, in which an individual takes credit for a significant portion of original text prepared by someone else. Similarly, presenting text generated by artificial intelligence as one's own will also be treated as plagiarism, violating professional behavior standards per Saybrook's Policy on Academic Performance, Professionalism, and Remediation.

Plagiarism is inconsistent with Saybrook's humanistic values and incompatible with graduate study. Students are encouraged to learn about the types of plagiarism and visit the Center for Writing and Academic Success to review resources on authentic writing and the section Resources for Lowering the Similarity Index Score, particularly the Turnitin Trial Paper Submission feature.

Instructors frequently use Turnitin technology to detect potential plagiarism. However, a final assessment that student work includes plagiarism should be determined by the instructor and department chair rather than solely by the results from Turnitin. Careful examination of Turnitin reports should discriminate when instances of non-originality represent the inclusion of legitimate material or the individual's previous work.

Faculty members who identify an incomplete or incorrect source attribution shall guide students on the APA citation protocol and discuss the seriousness of this lapse in scholarship. An example may be a phrase or single sentence taken from a source with accurate attribution, but the proper quotation marks were not included to indicate the verbatim use of someone else's words. In this case, the student demonstrated carelessness, which must not be repeated. The instructor shall caution the student that a future plagiarism incident may result in a documented Level I, II, or III Formal Review process under Saybrook's Policy on Academic Expectations, Professionalism, and Remediation.

The following points describe the steps involved in formally documenting and reporting plagiarism:

a. Any instructor who discovers a substantial instance of intentional plagiarism, such as a paragraph-length passage, several brief verbatim passages in a document without quotation marks, or identifiable source(s) used without a reference, shall document the evidence, discuss it with the student (e.g., use the time as a teachable moment and assess the level of self-reflection), and report the incident to the department chair. If the incident is a one-time offense, the student will receive a formal email notification with a Level I Written Warning and a remediation plan. It is possible that the student may not receive credit for the assignment. It is up to the instructor to determine how to address this offense within the course (e.g., point deduction, required to revise the assignment, warning only, or no credit).
b. Any instructor who discovers a moderate instance of plagiarism, such as repeated instances of difficulty with authentic writing, shall document the evidence and report the incident to the department chair. In this case, the student will receive a formal email notification with a Level II Written Warning and a remediation plan. The student will not receive credit for the assignment. Resubmitting the assignment is at the instructor's discretion.

c. Any instructor who discovers a severe instance of plagiarism (e.g., large percentages of a paper copied verbatim from a website, paper, journal article, or other source) or repetition of moderate instances of plagiarism despite two or more previous disciplinary actions shall document the evidence and report the incident to the department chair. In this case, the student will receive a formal email notification with a Level III Written Warning and a remediation plan. The student will not receive credit for the assignment. Resubmitting the assignment is at the instructor's discretion. Depending on the severity of academic dishonesty, the violation may be escalated to Student Affairs, resulting in more severe disciplinary action per the Code of Conduct in the Saybrook University Catalog.
d. Self-plagiarism is the repetition of one's work for use in another course without appropriate contextualization for the novel use in the new context. will be subject to the same Level I, II, and III Formal Review process.

Self-Study Resources

- Writing Services
- Types of Plagiarism
- Saybrook University Guidelines and Procedures on Academic Integrity Relating to Artificial Intelligence (AI)

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 the Saybrook brand or intellectual property must be submitted to the Campus Communications & Grassroots Manager.
- 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 is expected to forward inquiries to the marketing department's Public Relations team at marketing@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 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 Dean of Research and Sponsored Programs at Research@saybrook.edu.

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

Title IX Policy

The text below is a summary of Saybrook University's Title IX ("Policy"). For the full Policy click HERE. For additional resources visit the Title IX page.

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 sex-based discrimination, harassment, and Sexual Misconduct, which includes Sexual Harassment. 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.

Reporting Complaints

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

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. 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 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 Timely Care, Student Solutions, or through other agencies or resources. Information about TimelyCare, 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 Advisor

The Complainant and Respondent are entitled to have a Title IX Advisor (Advisor) of their choosing accompany them to any meeting or proceeding within the resolution process, if they so choose. The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available. If a party's Title IX Advisor of choice refuses to comply with Saybrook's established rules of decorum for the hearing, Saybrook may require the party to use a different Title IX Advisor. If a Saybrook-provided Title IX Advisor refuses to comply with the rules of decorum, Saybrook may provide that party with a different Title IX Advisor to conduct cross-examination on behalf of that party. Saybrook University has the discretion to remove, with or without prior warning, from any meeting or proceeding any involved party, witness, or advisor who does not comply with these expectations and any other applicable University rules.

Remedies and Sanctions

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 through TimelyCare 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 using the Appeals process outlined in the policy.

Student Policy on Pregnancy and Related Conditions

The text below is a summary of Saybrook's Student Policy on Pregnancy and Related Conditions. Click HERE for the full Student Policy on Pregnancy and Related Conditions. For additional resources, visit the Student Pregnancy and Related Conditions page.

Saybrook does not discriminate in its education programs or activities on the basis of current, potential, or past pregnancy and related conditions as mandated by Title IX of the Education Amendments of 1972 (Title IX) and the California Education Code. As set forth in the Prohibited Discrimination, Anti-Harassment, and Prohibited Retaliation Policies, Saybrook prohibits discrimination, harassment, and retaliation against students who are parenting, pregnant or have pregnancy-related conditions. This Policy and its pregnancy-related protections apply to all pregnant students, regardless of gender identity or expression.

Saybrook prohibits Board members, faculty and staff from adopting or implementing any policy, practice, or procedure which treats an applicant for admission or student differently on the basis of current, potential, or past parental status. Saybrook employees shall never (a) require a student to take a leave of absence or withdraw from a program solely due to pregnancy or pregnancy-related conditions, nor (b) limit a student's studies solely due to pregnancy or pregnancy-related conditions.

The Policy applies to all aspects of Saybrook's programs for students including admissions.

Any reference to obligations in this Policy assigned to a particular title, such as Title IX Coordinator, may be delegated as appropriate by Saybrook, including to external professionals, be provided with appropriate modifications including but not limited to: breaks during class or synchronous learning experiences to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom; excusing intermittent absences for medical appointments; accessible seating at in-person learning experiences; changes in schedule or course sequence; time extensions for coursework and exams; rescheduling of tests and examinations; allowing a student to sit or stand, or carry or keep water nearby; counseling; allowing time off from school under Saybrook's Leave of Absence or Termporary Withdrawal Policy and providing for completion of a course or a portion

of a course; or allowing a breastfeeding student time and space to express breast milk in a private, clean, and reasonably accessible location. The Title IX Coordinator or designee has the authority to determine that such modifications are necessary and appropriate and to inform faculty members of the need to adjust academic parameters and/or facilities accordingly.

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.

Vice Provost of Student Life and Dean of Students

The Vice Provost of Student Life and Dean of Students 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 Vice Provost of Student Life and Dean of Students as early as possible. Questions for the Vice Provost of Student Life and Dean of Students can be directed to studentaffairs@saybrook.edu.

The Vice Provost of Student Life and Dean of Students 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, Prohibited Retaliation and Title IX Policies, 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 Student Gateway).

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) 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 Security. 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) and the Student Gateway 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 currently enrolled students, faculty, and staff. 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 have access to the research materials, staff, and skills required for success in their degree programs, personal research, and beyond.

Library Overview

The Saybrook Library supplies access 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 telephone-based, video-teleconference-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 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-teleconference sessions to support the development and refinement of research strategies and skills of our students. The library also offers a 24/7 live chat service 365 days a year through a consortium of partner librarians throughout the world so that users can receive library assistance at all times.

Electronic Information Resources

With online access to over 80,000 full-text and abstracted journals, well over 700,000 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, NatMed.Pro 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.

Interlibrary Loan

When research needs call for materials beyond the scope of our robust digital collections, the library aids students with our interlibrary loan program. Although our lack of a physical circulating collection of books and journals keeps us from fully participating in interlibrary loan programs, we have an article/chapter delivery service in place to meet this need. Users may request journal articles and single book chapters through OneSearch, the library's discovery tool. These resources, when available from our lending partners, are typically available within 24 hours.

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 exploration, 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

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.

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.

Partners in Collaboration

Saybrook University is a partner in collaboration of the non-profit The Community Solution Education System, 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 The Community Solution Education System partners in collaboration include The Chicago School, Pacific Oaks College and Children's School, The Colleges of Law, Kansas Health Science University, and The University of Western States. Learn more at 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. Jeremy Moreland 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 Consumer Disclosure 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 Integrative Social Work
Department of Transformative Social Change

College Description

The College of Social Sciences (CSS) offers M.A. and Ph.D. 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 Counseling

Department of Humanistic Clinical Psychology

Department of Integrative Social Work

Department of Leadership and Management

Department of Transformative Social Change

Faculty Directory

Faculty in the College of Social Sciences include world-renowned scholar-practitioners, clinical practitioners, many of whom lead professional organizations in their respective disciplines, clinical private practices, direct community health centers, conduct research, publish scholarly articles, books, and journals, deliver keynote speeches and present at regional and national conventions, and attend workshops around the country and the world.

The College of Social Sciences has three categories of instructors: (a) core faculty, who are salaried and provide extensive participation in specialization coordination, student instruction, student advising, and research, and in

departmental and university governance, (b) adjunct faculty, who are contracted to teach by the course and who may also serve in student's research, special projects, and dissertations and (c) teaching fellows, who are contracted to teach specific courses. Teaching Fellows are either advanced doctoral students or recent doctoral graduates, who provide course instruction under supervision by core faculty.

Biographies and photographs of all categories of faculty are included in the Faculty Directory, along with description of their research expertise and interests.

The Faculty Directory is available at: Faculty Directory Index - Saybrook University

Department of Counseling

Department Description

The Department of Counseling has two degree program options- the CACREP accredited M.A. Counseling: Clinical Mental Health Counseling Specialization, as well as a Ph.D. in Counselor Education and Supervision. The following section will discuss both programs.

MA Counseling: Clinical Mental Health Counseling Specialization- 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 learning attendance (Students attend a total of three RLEs, based on program milestones), 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.

Values, Mission, and 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 Values

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 (PLOs)

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:

1. Upon completing the program, students will demonstrate an ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.
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
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.
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.
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.
6. Upon completing the program, students will be able to apply relevant professional ethical codes to guide their work and ethical decision making.
7. Upon completing the program, students will use professional literature, research and best practices to support individual, familial, group and community change.
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

**Specific program learning outcomes for the MA program and the PhD program can be found on the specific program pages.

Department Programs and Specializations

M.A. Counseling Clinical Mental Health Counseling

Specialization Options:

Ph.D. Counselor Education and Supervision

Department Specific Policies

Program Change Policy

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

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

Department of Humanistic Clinical Psychology (HCP)

Department Description

The Departments of Humanistic Clinical Psychology (HCP) in the College of Social Sciences and Humanistic Psychology (HP) in the College of Integrative Medicine and Heath 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 such 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.

Clinical psychology, one of the largest specialties within the psychology field, addresses a wide range of mental, behavioral, and/or spiritual health issues using a variety of evidence-based and evidence-informed interventions and approaches. Students enrolled in Saybrook's Clinical Psychology degree program focus on the knowledge and practical skills needed to enter professional clinical practice. Humanistic therapy incorporates the entirety of the human experience into interventions, essentially addressing the whole individual within their unique context. Culture, personal experiences, and supportive networks are just some of the considerations we train students to explore. Our curriculum helps students develop the ability to conduct ethical and effective psychotherapy, consultation, research, education, and training based on evidence-based and evidence-informed psychological scholarship.

Values, Mission, and Learning Outcomes

Department Mission Statement

Clinical Psychology cultivates innovative, multidisciplinary, socially and community engaged scholar-practitioners through rigorous education and training that values the whole person within their context, including the creative, spiritual, psychological, and sociocultural dimensions of human beings.

Department Values

1. We value the legacy of contributors in humanistic psychology who continue to inspire the hearts and minds of person-centered practitioners dedicated to the diverse individuals, families, and communities they serve.
2. We celebrate individual differences as the unique expression of each person's inherent tendency towards growth and wholeness that through our interconnection enriches us all.
3. We value authenticity, integrity, empathy, unconditional positive regard, and when needed, advocacy when working with individuals, groups, and systems.
4. We believe in courageous self-reflection, self-compassion, and life-long learning and honor the significance of lifespan development as psychologists and in the people we serve.
5. We value social justice, ethical decision-making, academic rigor, and a disciplined approach to research, clinical training, teaching, and human service.

Program Learning Outcomes

The Clinical Psychology degree program aims to prepare entry-level psychologists who are both scientifically informed and humanistically grounded. By the end of the program, students will be able to demonstrate doctoral-level discipline-specific knowledge, profession-wide and program-specific competencies, in the following ways:

1. Evaluate and apply relevant psychological theories, including affective, biological, cognitive, developmental, and social bases of behavior, to form strength-based holistic conceptualizations of persons within context (i.e. individual, collective, community, systems, etc.).
2. Develop a therapeutic relationship that facilitates transformative change through evidence-based, practice-based, and community-defined practices, empathy, congruence, and authenticity.
3. Critically consume, analyze, contribute to and disseminate psychological research in an applied, academic, and/or community-informed manner.
4. Demonstrate professional values, attitudes, behaviors, interpersonal skills and communication through an evolving self-reflection of their strengths, biases, and areas for growth in humanistic practice and scholarship.
5. Effectively integrate and apply American Psychological Association (APA) ethical standards, relevant laws, regulations, and policies governing the research, teaching, and practice of clinical psychology.
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.

Department Programs and Specializations

Ph.D. Clinical Psychology

Specialization Options:

- Advanced Assessment Specialization (open to CP students only)
- Complex Trauma and the Healing Process Specialization
- Existential Humanistic Psychology Specialization
- Jungian Studies Specialization
- Teaching and Advanced Research (STAR)

Department Specific Policies

Graduate Colloquium and Faculty Advisors

The Graduate Colloquium (GC) is designed as a 'virtual classroom' 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. As a degree requirement, students are expected to participate in a GC shell (PSY 7500A, B, C, and D) throughout matriculation.

The faculty members that monitor the GC shells are the Faculty Advisors (FA), who work closely with the Department Chair, Associate Chair, and Director of Clinical Training in support of student matriculation. Students will consult with their FA in designing/monitoring the program planning guide and course registration. 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 GC shell provides students opportunities to foster community and work directly with their Faculty Advisors, and with student Peer Leads, as well as the Director of Clinical Training (DCT).

Academic Progression

Clinical psychology (CP) students are expected to maintain an average of nine credits per fall and spring semester with a minimum of three credits in the summer semester. Consultation with the Faculty Advisor (FA) and approval from the Department 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:

a. Receipt of three grades of "No Credit" or letter grades of "C" or below in a single semester or same course or cumulatively,
b. Failure to meet the minimum cumulative GPA requirement of 3.00 for three consecutive semesters,
c. 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),
d. Persistent (2+ terms) unsatisfactory performance in the clinical practicum and/or internship courses, and/or
e. Significant impairment (cognitive, behavioral, emotional) that adversely impacts training and/or the welfare of clients (e.g., dismissed from training sites).
f. Receipt of two consecutive grades of 'No Pass' in the same dissertation course.

Program Change Policy

Ph.D. 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 the Department Chair or designee

Note: Students that wish to transfer out of the Clinical Psychology program will need an exit conversation with the Department Chair to discuss their choice to change their career and degree program.

Provisional Admission Policy

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.

Comprehensive Exam Preparation

The Comprehensive Exam Preparation (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 8150 A, B, C and D). In the course, students will be coached in building upon their collective learning experiences across curriculum, Residential Learning Experiences (RLE), professional events, and clinical practicum and internship experiences in preparation for the exam. Students will take the exam in person at the RLE and are required to pass the Comprehensive Exam 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 concept '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:

- Demonstrated knowledge of and adherence to professional standards,
- Demonstrated application of professional skills, and
- 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 guidelines of psychologists.

Abide by any laws and regulations 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 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,
- 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)

Student Development Assessment Process (SDAP)

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 are 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 annually.

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 professionally express their point of view with scientific and cultural humility
- Ability to exercise professional and ethical judgment in decision-making

SDAP Procedure

1. Students will engage in the self-assessment portion of the SDAP through the Tevera platform.
2. If a student does not complete the self-assessment form by the submission date, their progress will be evaluated without the form; late or incomplete self-assessment may be an indicator of lack of engagement. It is to the students' benefit to complete the form so that they have a voice in the process.
3. Once students submit their form, faculty will review the following: Student self-assessment form; the formal academic record/transcript; narrative evaluations; clinical evaluations (if applicable); previous coursework; direct observation; written correspondence; potential faculty discussions and interactions with the student; and other formal documents.
4. The SRC will notify each student in an annual feedback letter identifying 1) satisfactory progress or 2) a referral to a faculty advisor or dissertation chair to support progress.

Student Review Committee (SRC)

In an effort to support student academic progress, the Student Review Committee (SRC) oversees the Student Development Assessment Process (SDAP) and remediates problems of competence in the areas of academic performance, ethical conduct, clinical readiness/performance, and/or professionalism.

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 adversely impact performance in the above-mentioned domains are within the purview of the program to evaluate and intervene. 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). This policy is independent from other university-wide policies, yet such policies can be engaged concurrently. 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 responsibility 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 responsibility 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)
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 responsibility 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 in 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 or faculty 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 to receive 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/chair/DCT/supervisor, or other dialogues intended to provide an opportunity for resolution. Faculty assume their role in providing initial feedback and mentorship when a concern first arises. 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, or if there is sufficient concern that a referral to SRC would be deemed best in supporting the student's development. 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. Repeated patterns of behavior should be brought to the SRC for formal review whereas urgent concerns should be brought to the Department Chair. If an individual does not feel comfortable seeking informal resolution, if it would be inappropriate to do so, or in such instances in which a student, faculty member, and/or staff member is unsure if informal resolution is indicated, they should consult with the Department Chair or Associate Chair for guidance. It is the responsibility of the faculty on record to inform the student of the referral process ahead of time in accordance with the guidelines posted in the Department Faculty Handbook.

Formal Review Procedures

Step 1: Students are embedded in the Saybrook community, which includes clinical site supervisors. Issues or concerns regarding student performance or presentation can be observed by representatives outside the department. Therefore, the SRC is notified that there is a concern regarding a student with potential problems of professional competence. The SRC will discern if it is something that is best managed by the Department Chair or if it meets the criteria of an ongoing pattern warranting an SRC review.

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, observations, faculty discussions, and other formal documents. The timeframe to accomplish this task will vary depending 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.).

Step 3: The SRC will meet with the student to discuss the potential problem of competence. 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. During the feedback meeting, the student may not bring anyone to the meeting (e.g., peers, family members, legal representation, etc.). In adherence with university policy, the meeting cannot be recorded. During the feedback meeting, the SRC will provide the purpose of the meeting and present 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 4: The SRC will convene to discuss the concern and respond according to one of the following levels:

- Level I: 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 multiple single instances of concern, such as 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; etc.. For Level I issues, 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.

-Level II: 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 with the 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 provide a remediation plan and inform the student, the Department Chair, the student's Faculty Advisor, and a copy is placed in the student's academic record. Failure to sufficiently complete remediation or instances of repeated remediation of the same competence may elevate the concern to a level III.

-Level III: 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. 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 Department Chair immediately and will recommend a remediation plan if indicated; in severe cases, Level III concerns may result in dismissal from the CP program.

Step 5: After meeting with the student, the SRC will then send a formal letter to the student regarding the committee's disposition. The disposition may include one of the following:

a. Formal feedback: The feedback provided to the student is deemed sufficient by the SRC. The student is seen in good standing, and 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. The student's Faculty Advisor and the Department Chair will receive a copy of the notification so that they can support the student accordingly. A copy is also placed in the student's academic record.
b. 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 create a remediation plan. (See Section VI below. The student's Faculty Advisor and Department Chair are included on the disposition notification to ensure the student is supported in meeting remediation requirements so that academic progression is not impacted. A copy is also placed in the student's academic record.
c. Dismissal: The SRC has determined that dismissal from the university is the most appropriate response. (See Section VI below. The student's Faculty Advisor and Department Chair are included in the disposition notification. A copy is also placed in the student's academic record, and the registrar will implement the dismissal process.

Step 6 (as indicated): After the student has submitted all required remediation components, 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 via email. If the SRC's disposition is for 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 and/or the DCT 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 thirtythe 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, they will strive to work with the student to collaboratively create a remediation plan that will help to facilitate the student's development. The SRC will ultimately decide on the final required components of a remediation plan. There is no appeal process for the remediation plan.

A remediation plan may include but is not limited to additional coursework; adjustment of academic workload; enrollment in a writing course; essays; 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.

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, Faculty Advisor, and Department Chair will be notified indicating that the student is considered to be in good standing. A copy of the disposition notification will be placed in the student's academic record.

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 university. 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 when faculty are on paid time off (PTO) or the SRC does not convene. 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 from the university 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:

a. Receipt of three grades of "No Credit" or letter grades of "C" or below in a single semester or same course or cumulatively
b. Failure to meet the minimum cumulative GPA requirement of 3.00 for three consecutive semesters
c. 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)
d. Persistent (2+ terms) unsatisfactory performance in the clinical practicum and/or internship courses
e. Receipt of two consecutive grades of 'No Pass' in the same dissertation course.

In some instances, serious and urgent concerns may be grounds for immediate dismissal from the university. Grounds for immediate dismissal may include, but are not limited to: significant inappropriate or egregious, discriminatory, and/or offensive 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 responsibility to make a final determination about the reasons for dismissal. If the SRC determines that dismissal from the university is advised, the SRC will send a formal letter to the student, copied 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 Department Chair notifies the registrar's office to implement the dismissal process and informs the College Dean and other university leadership as warranted.

If a student is dismissed from the program or voluntarily chooses to withdraw from the program during this review process, the SRC dispositions will be considered in the student's application for readmission. Readmittance to the program is not guaranteed.

Notification of Disposition Decisions

All notifications will be sent via email utilizing Saybrook University email addresses. The student and Department Chair will be notified in writing regarding disposition decisions within 14 business days of completion of the review. The Department Chair will also notify the College Dean and university leadership accordingly. If the SRC's disposition determines that the student is in good standing, the student will be notified in writing, as will the Faculty Advisor and Department Chair. A copy of the notification will be placed in their academic records.

VII. Appeals Procedure

Students who disagree with a disposition decision for dismissal may submit a formal written appeal within 10 business days. Reasons for appeal are limited to 1) a procedural violation of policy and/or 2) information that was unavailable at the time of the SDAP review. There are three levels of appeal, which should be followed in order:

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. 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 against 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 students.

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

Note: If an appeal is approved at any level, the student and the SRC will be notified of the outcome.

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).

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Department of Integrative Social Work

Department Description

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.

Values, Mission, and Learning Outcomes

Department Mission Statement

Mission: To educate doctoral-level social work professionals who will serve as scholar-practitioners, healthcare and public health administrators, organizational consultants, and university educators.

Vision: The Department of Integrative Social Work (ISW) program embraces the vision of the College of Social Sciences (CSS). Influenced by humanistic principles and values, CSS 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, CSS embraces an educational model that endorses a range of health-related disciplines, scholarship, evidence-based practices and skill development. CSS is dedicated to promoting interdisciplinary modalities and scholarship that enhance optimal health and wellbeing for individuals and communities.

The ISW program emphasizes core values embraced by social workers throughout the profession's history, including Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence.

Department Values

The PhD in Integrative Social Work Department is dedicated to a holistic, person-centered, evidence-informed, and integrative perspective on the practice of social work with diverse populations.

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 21st 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.

Department Programs and Specializations

Ph.D. Integrative Social Work

Specialization Options:

- Integrative Community Studies
- Interdisciplinary

- Teaching and Advanced Research (STAR)

Department Specific Policies

Provisional Admission Policy

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.

University Learning Experience

Virtual Learning Experience (VLE) - Required; Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All Integrative Social Work students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

In addition to the VLE, students will attend web-based videoconferences as a part 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.

Ph.D.. students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Department of Transformative Social Change

Department Description

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.

Values, Mission, and Learning Outcomes

Department Mission Statement

Transformative Social Change Department fosters an authentic and liberatory education model, empowering students, and faculty as co-creators of their educational processes and the larger world, building from a social justice orientation and multicultural community orientation, understanding community from a local to global perspective, and meeting the distinct and emergent challenges of our times.

Department Values

The Transformative Social Change Department is rooted in several values:

1. Liberatory Models of Learning, Organizing and Social Activism
2. Non-Ideological Approaches to Change
3. Beloved Community and the World House
4. Critical Hope, anchored in the belief that the world can be otherwise
5. Embracing Multicultural, Intersectional Identities and Lived Experiences
6. Recognition of structural dimensions to social problems and social change.
7. Holistic approaches to change taking into account multiple systems levels, from individual to planet.

Program 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.

Department Programs and Specializations

Specialization Options:

- M.A. Transformative Social Change
- Peace and Justice Studies Specialization - 12 credits
- Ph.D. Transformative Social Change

Department Specific Policies

Program Change Policy

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

- One-page Personal Statement addendum addressing the following:
    - Why they are seeking to change degree program?
        - What are their academic and vocational goals for the new 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.

Provisional Admission Policy

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.

University Learning Experience

Learning Experience (VLE) - Required; Community Learning Experience (CLE) - Required

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All Transformative Social Change students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. They are also required to attend the biannual, in person, Community Learning Experience in the fall of odd calendar years. The University Learning Experience components (VLEs and CLEs) 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 synchronous, stimulating, and supportive virtual environment. The University Learning Experience (ULE) nurtures intellectual and relational creativity, enriches the educational environment, and foster faculty and peer interactions. During the ULE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Transformative Social Change Students are required to attend the VLE throughout their program along with the CLE (in-person) in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

College of Integrative Medicine and Health Sciences

Department of Humanistic Psychology

Department of Integrative and Functional Nutrition

Department of Mind-Body Medicine

College Description

Mission Statement

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

Graduate Degrees and Programs

CIMHS offers M.A., M.S., and Ph.D. graduate degrees and certificate programs in Humanistic Psychology (HP), Mind-Body Medicine (MBM), Integrative and Functional Nutrition (IFN), and Applied Psychophysiology (APH). These academic programs combine cutting-edge curricula with a university-wide emphasis on student-centered learning and faculty engagement.

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 specialization, or certificate to their general degree requirements if they are interested in extending their knowledge or skill set in a specific discipline.

College Specific Policies

CIMHS Academic Writing Class

The 3-credit MBM5507 Graduate Academic Writing class is a required class for all CIMHS students, except for students in the MS Degree in Sport Performance Psychology and the Department of Humanistic Psychology degree program.

The department chair may require a writing sample for select applicants based on evidence of writing challenges in applicant's admissions material, including grammatical mistakes, spelling errors, or poorly organized text.
In some instances, students may request to waive the MBM5507 Graduate Academic 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.

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

Faculty Directory

Faculty in the College of Mind-Body Medicine include world-renowned scholar-practitioners, many of whom lead professional organizations, direct community health centers, conduct research, publish scholarly articles and books, deliver keynote speeches and workshops around the country and the world, and develop protocols for treatments that support and complement those used in conventional, Western medicine.
The College has three categories of instructors: (a) core faculty, who are salaried and provide extensive participation in student instruction, student advising, and research, and in departmental and university governance, (b) adjunct faculty, who are contracted to teach by the course and who may also serve in student's research, and (c) teaching fellows, who are contracted to teach specific courses. Teaching Fellows are either advanced doctoral students or recent doctoral graduates, who provide course instruction under supervision by core faculty. Biographies and photographs of all categories of faculty are included in the Faculty Directory, along with description of their research expertise and interests. The Faculty Directory is available at: Faculty Directory Index - Saybrook University.

Department of Humanistic Psychology (HP)

Department Description

The Humanistic Psychology Department in the College of Integrative Medicine and Health Sciences comprises 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 Humanistic 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 Humanistic Psychology degree programs 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, innovation, and leadership; 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 education committed to the study of human experience from multiple frameworks informed by this historical and evolving

humanistic, existential, and transpersonal perspectives. While the Humanistic Psychology degree programs do not prepare students for clinical practice or eligibility for clinical licensure, the Humanistic Clinical Psychology degree program does. However, many Humanistic Psychology degree programs students are already licensed clinicians and find the coursework offered through Humanistic Psychology curricula complements and enhances their prior or concurrent study of clinical issues.

Values, Mission, and Learning Outcomes

Department Mission Statement

The mission of the Humanistic Psychology Department at Saybrook University is to educate and empower humanistic leaders who embody the principles of compassion, integrity, and social responsibility. Grounded in a humanistic approach, we strive to advance the understanding of human experience and contribute to positive social transformation. Through rigorous scholarship, critical inquiry, and inclusive practices, we aim to cultivate compassionate practitioners, researchers, and scholars who are equipped to address complex societal challenges and promote well-being at individual, community, and global levels.

Department Values

1. Humanistic Approach: We embrace a humanistic perspective that acknowledges the inherent worth and dignity of each individual, fostering a holistic understanding of human experience.
2. Social Justice: We are committed to promoting social justice by addressing systemic inequities, advocating for marginalized populations, and working towards inclusivity and equality.
3. Ethical Practice: We uphold the highest standards of ethics in our research, teaching, and professional practice, ensuring the well-being and autonomy of individuals involved.
4. Cultural Humility: We cultivate a climate of cultural humility, valuing diverse perspectives, honoring indigenous knowledge, and respecting the richness of multicultural experiences.
5. Interdisciplinary Collaboration: We foster interdisciplinary collaboration, recognizing the value of integrating knowledge from multiple fields to enhance our understanding of human behavior and well-being.

Program Learning Outcomes (PLOs)

1. Critical Thinking: Graduates will demonstrate advanced critical thinking skills, utilizing a humanistic lens to analyze complex psychological phenomena and apply theoretical frameworks to real-world contexts.
2. Cultural Competence: Graduates will possess cultural competence, displaying an understanding and appreciation of diverse cultures, experiences, and worldviews, and integrating this awareness into their professional practice.
3. Ethical Awareness: Graduates will exhibit a strong ethical awareness, adhering to ethical guidelines in their research, teaching, and practice, and demonstrating a commitment to the well-being and autonomy of individuals and communities.
4. Research Proficiency: Graduates will develop proficiency in conducting rigorous research informed by humanistic, existential, transpersonal, and phenomenological perspectives, employing qualitative and quantitative methodologies to advance the field of humanistic psychology.
5. Social Justice Advocacy: Graduates will engage in social justice advocacy, actively promoting equity, inclusivity, and social change by addressing systemic disparities, advocating for marginalized populations, and contributing to the creation of a just and sustainable society.
6. Applied Skills: Graduates will possess practical skills and interventions grounded in humanistic psychology, enabling them to facilitate personal growth, foster resilience, and promote well-being in various settings, including research, educational, community, and organizational contexts.

Department Programs and Specializations

M.A. Psychology

Specialization Options:

- Consciousness, Spirituality, and Integrative Health (CSIH)
- Creativity, Innovation, and Leadership
- Existential and Humanistic Psychology

Ph.D. Psychology

Specialization Options:

- Consciousness, Spirituality, and Integrative Health (CSIH)
- Creativity, Innovation, and Leadership
- Existential and Humanistic Psychology
- Psychophysiology
- Culinary Nutrition
- Teaching and Advanced Research (STAR)

Department Specific Policies

Program Change Policy

M.A./Ph.D. 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, one of the Psychology Faculty Advisors and/or Specialization Coordinator/Director.

Note: Students who wish to transfer out of the Psychology program will need an exit conversation to discuss their choice to change their degree program with one of the Psychology Faculty Advisors and/or designee.

Provisional Admission Policy

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 Humanistic 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.

University Learning Experience

Virtual Learning Experience (VLE) - Required; Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements.

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Department of Integrative and Functional Nutrition

Department Description

Saybrook's Integrative and Functional Nutrition (IFN) Department is a leading on-line graduate-level nutrition education department known for quality instruction, innovative coursework, reputable faculty, impactful research, and influential graduates. The IFN Department 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. 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 an Integrative and Functional Nutrition Department 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.

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.

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.

Values, Mission, and Learning Outcomes

Department Mission Statement

Mission: Train nutritionists and researchers to humanely apply the best available science to nutrition care with the goal of nourishing people, building vibrant communities and the restoration of a healthy planet.

Department Values

Influenced by humanistic principles and values, the College of Integrative and Health Sciences and the Department of Integrative and Functional Nutrition (IFN) 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, IFN embraces an educational model that endorses a range of health-related disciplines, scholarship, evidence-based practices, and self-care.

The values of the IFN Department include:

1. Offer a humanistic and collaborative learning environment across disciplines.
2. Promote person-centered health and wellness strategies.
3. Encourage self-care practices.
4. Empower individuals to apply their knowledge and skills in their personal and professional life.

Program Learning Outcomes

M.S. 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.

Ph.D. 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.
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.

Department Programs and Specializations

M.S. Integrative and Functional Nutrition

Specialization Options:

- Integrative Wellness Coaching
- Mind Body Medicine
- Culinary Nutrition

Ph.D. Integrative and Functional Nutrition

Specialization Options:

- Integrative Wellness Coaching
- Mind-Body Medicine
- Culinary Nutrition
- Teaching and Advanced Research (STAR)

Department Specific Policies

IFN Courses Policies

Provisional Admission Policy

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.

Program Change Policy

M.S./Ph.D. Integrative and 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

University Learning Experience

Virtual Learning Experience (VLE) - Required; Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Department of Mind-Body Medicine

Department Description

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 Mind-Body Medicine (MBM) programs 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.

Values, Mission, and Learning Outcomes

Department Mission Statement

The mission of the Department of Mind-Body Medicine is to educate professionals in evidence-based mind-body applications to health and wellness in their work as educators, practitioners, and researchers.

Department Values

Influenced by humanistic principles and values, the College of Integrative and Health Sciences and the Department of Mind-Body Medicine (MBM) 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, MBM embraces an educational model that endorses a range of health-related disciplines, scholarship, evidence-based practices, and self-care.

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/or conduct independent research in the field.
7. Compose original, grammatically correct, coherent, concise, and well-articulated written work in APA style.

Department Programs and Specializations

M.S. Mind-Body Medicine

Specialization Options:

- Applied Psychophysiology
- Contemplative End of Life Care
- Integrative Wellness Coaching
- Integrative and Functional Nutrition
- Mindful Leadership

Ph.D. Mind-Body Medicine

Specialization Options:

- Applied Psychophysiology
- Contemplative End of Life Care

- Culinary Nutrition
- Integrative Mental Health
- Integrative Wellness Coaching
- Integrative and Functional Nutrition
- Mindful Leadership
- Teaching and Advanced Research (STAR)

M.S. Sport Performance Psychology

No specialization

M.S. Psychophysiology

No specialization

PhD Applied Psychophysiology

Specialization Options:

- Teaching and Advanced Research (STAR)

Certificate Programs

- Neurofeedback
- Clinical and Applied Hypnosis
- Contemplative End of Life Care
- Integrative Wellness Coaching
- Mind-Body Medicine
- Biofeedback

Department Specific Policies

Provisional Admission Policy

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 due to a failure to meet the conditions outlined in their acceptance letter.

Program Change Policy

M.S./Ph.D. 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

MBM Academic Progressions Policy

- Assessing Basic Academic Writing Skills,
- PhD Mid-Program Review (refer to the MBM 8000 course descriptions)
- Assessing Dissertation Proposal Readiness

Refer to the MBM Course Acknowledgment section in Canvas shells to review policies specific to academic expectations, professionalism, videoconference attendance and etiquette, submitting late assignments.

Applied Psychophysiology Policies

Program Change Policy

M.S. Psychophysiology and Ph.D Applied Psychophysiology:

- Consultation with the Program Director

Comprehensive Exams

After completion of all coursework and prior to the dissertation proposal, each student must pass a written comprehensive examination. Students will take the comprehensive exam during the term that they are registered for RES 6900 Dissertation Preparation.

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 and may be considered for a master's level degree as an option if all requirements are met.

University Learning Experience

Virtual Learning Experience (VLE) - Required; Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Office of Research Innovation and Sponsored Programs

Sponsored Programs Office

IRB Office

Department of Research

Specialization in Teaching and Advanced Research

College Description

MISSION

The **Saybrook Office of Research Innovation and Sponsored Programs** advances and promotes research, scholarship, and creative activities through excellent education and training, administrative support, and by cultivating a culture of equity, inclusiveness, transparency, integrity, and rigor.

DESCRIPTION

The **Saybrook Office of Research Innovation and Sponsored Programs** builds research capacity through education, collaboration, and service. The Office of Research Innovation and Sponsored Programs is comprised of four units:

The **Sponsored Programs Office** partners with faculty and students seeking external funding for research, scholarship, and creative activities. The Sponsored Programs Office supports Saybrook researchers through the grant life cycle, from helping identify funding opportunities to proposal development and submissions, award negotiation, management, project extensions, and closures. The Sponsored Programs Office oversees external grants and contracts in line with federal, state, and local regulations.

The **Institutional Review Board (IRB)** ensures that all Saybrook faculty, staff, and students research is designed ethically to protect human participants. Following our federal-wide assurance (FWA# 00014486), the Saybrook IRB committee reviews research to ensure compliance with the requirements of the federal Health and Humans Services (HHS) Protection of Human Subjects regulations (45 CFR 46), state, and local regulations.

The **Dissertation Services Office** supports doctoral students and dissertation faculty with administrative functions around the dissertation process, including filing petitions to form committees and the documentation of dissertation milestones.

The academic **Department of Research** provides rigorous, interdisciplinary research instruction to graduate students across Saybrook colleges. The innovative Saybrook research curriculum is taught by experienced faculty from diverse disciplinary backgrounds and is designed to prepare students to successfully complete research elements in their degree programs, such as the Ph.D. dissertation and master's project, to contribute to their academic careers and change communities.

College Specific Policies

Dissertation Policies, Procedures, and Guidelines

Saybrook doctoral dissertation candidates must present a dissertation demonstrating the planning, conduct, and results of original research and scholarly creativity. The dissertation itself should be an evident product of the candidate's growth and attainment of the ability to identify significant problems contributing to an area of scholarly or scientific interest aligned with the student's academic degree program. Policies apply across the University yet allow for customization by program and department.

Dissertation Timeline and Process Policy & Procedures

The *Dissertation Timeline and Process Policy and Procedures* outlines the university processes (i.e., timeline and curriculum) that support and prepare students to complete the dissertation successfully. This policy first highlights the academic coursework dependencies that prepare students for the dissertation. Next, it overviews the qualifying and dissertation phases, including dissertation milestones. Finally, the policy outlines the relationship between the dissertation and degree conferral. Procedures for documenting the student's dissertation committee and milestones are linked within this policy document, as are diagrams of the dissertation timeline and the dissertation process and milestones.

Dissertation Faculty Policy & Procedures

The *Dissertation Faculty Policy and Procedures* establishes details on expectations, roles and responsibilities, and expectations of dissertation committee members. This policy also includes the following:

- Criteria for Dissertation Faculty
- Student Responsibilities
- Requirements by Department
- Process for Forming Dissertation Committee
- Roles and Responsibilities for Dissertation Chairs and Faculty
- Committee Members: Methodologist and Reader
- Supporting Dissertation Faculty
- Communication, Collaboration, and Conflict Resolution
- Changing Committee Members

Dissertation Preparation Guides

The *Dissertation Readiness Assessment* is designed to assist in the conceptualization of students' proposed dissertation topic and their readiness to complete the work following the advanced research course(s) (refer to your department's policy). This review is designed to help students evaluate their readiness to proceed with the dissertation and help committee members evaluate the student's proposed research readiness.

Dissertation Proposal Preparation Guidelines is an instructional guide that describes steps to support students as they prepare and submit their written proposal for their committee members to review.

Guidelines, Regulations, and Procedures for Research with Humans

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 involving human participants. All students, faculty, staff, and administrators who conduct research must understand and comply with the Saybrook Institutional Review Board policies, other relevant professional, ethical guidelines, and state and federal laws related to research with human participants. Saybrook University subscribes to the Collaborative Institutional Training Initiative (CITI Program) to provide education and training related to research ethics to the Saybrook research community. The overarching principles guiding human research as articulated in the Belmont Report: Respect for Persons, Beneficence, and Justice.

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, including proposed grant research. The review process the Saybrook IRB follows is mandated by federal law (45 CFR 46). The IRB checks for sensitivity, procedures, and safeguards to protect the welfare of the research participants and others involved with the research. Furthermore, the IRB attempts to make its reviews of educational value to students and others conducting research. Until the IRB application and supplemental materials are approved, participant recruitment, data collection, or analysis must not be conducted.

Student research requires faculty oversight and guidance. Dissertation chairs serve as the primary faculty advisors for student dissertation research, along with dissertation committee members. Student research, including practicums, pilot studies, or master's theses and projects, must be supervised by faculty as well. Student research submitted to the IRB must include supervising faculty as the co-principal investigator(s). Faculty advisors and all other co-PIs must review all IRB application materials and sign off on the student's materials before submitting them to the IRB for review in Mentor IRB. If a student has questions about the role of the IRB in the research, they should consult their advising faculty and the Saybrook IRB at irb@saybrook.edu.

Following federal regulations and institutional policies, the Saybrook IRB verifies that all researchers submitting to the IRB have received human research ethics training within the last three years. Saybrook researchers complete this training through the CITI Program online. All Saybrook researchers must 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 research involving human participants. The IRB must approve the IRB application, including supplemental materials, before a researcher begins recruiting participants or collecting data. All research must be conducted in compliance with the IRB-approved application. Any proposed modification to the approved study must be reviewed and approved before initiating the changes to the study.

Noncompliance, Adverse Events, and Unanticipated Problems

Information about IRB noncompliance, unanticipated problems, and adverse events can be found under the Resources button in Mentor IRB in the IRB Procedures folder.

The IRB has the authority to determine corrective actions, including but not limited to requiring study modifications, suspending a study, or terminating a study if the research is not being conducted in accordance with institutional policy and 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.

Saybrook Research Misconduct Policy

Saybrook University is committed to research integrity by adhering to the highest ethical and moral standards. All Saybrook researchers must propose, conduct, are report research to avoid misconduct.

Definition of Research Misconduct

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

- 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-approved application and materials.
- Appropriating 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 it is accompanied by proper acknowledgment.

Research misconduct does not include honest errors 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
- A preponderance of the evidence verifies the allegation.

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 determine the appropriate corrective actions for investigators who conduct research out of compliance with institutional policy and federal, state, or other regulations. For information about suspending or terminating research, see the IRB Procedures folder. In addition, for student research misconduct, see the University Catalog and Student Handbook, Academic and School Policies: Student Code of Conduct.

Sponsored Programs Office

The Sponsored Programs Office partners with faculty and students seeking external funding for research, scholarship, and creative activities. The Sponsored Programs Office supports Saybrook researchers through the grant life cycle, from helping identify funding opportunities to proposal development and submissions, award negotiation, management, project extensions, and closures. The Sponsored Programs Office oversees external grants and contracts in line with federal, state, and local regulations.

The Saybrook Sponsored Programs Office can be reached at sponsoredprograms@saybrook.edu.

IRB Office

The Saybrook Institutional Review Board (IRB) ensures that all Saybrook faculty, staff, and students research is designed ethically to protect human participants. Following our federal-wide assurance (FWA# 00014486), the Saybrook IRB committee reviews research to ensure compliance with the requirements of the federal Health and Humans Services (HHS) Protection of Human Subjects regulations (45 CFR 46), state, and local regulations. The Saybrook IRB relies on the three ethical principles from the Belmont Report: 1) Respect for persons, beneficence, and justice.

The Saybrook IRB Office can be reached at irb@saybrook.edu.

Department of Research

Department Description

The breadth of graduate programs offered through Saybrook University gives the Department of Research a unique opportunity to serve as the only interdisciplinary academic department. Our university-wide curriculum serves the diversity of thought and practice reflected in the academic programs offered through the CSS and the CIMHS. To achieve this, our course learning outcomes are purposefully scaffolded to research program learning outcomes aligned with psychology, health sciences, mind-body medicine, social work, and transformative social change.

Master's and Doctoral research courses engage students in diverse, practice-based learning modalities, including discussion activities, practice activities, and key assignments aligned with multiple course learning outcomes. Course-specific discussion activities encourage critical reflection among peers and faculty. Masters-level research practice activities include locating and evaluating research literature, scholarly writing, and synthesizing literature related to the fields of practice. Doctoral-level research practice activities include research design, literature review development, theoretical/conceptual framework development, research method selection, data collection, analysis, IRB and feasibility considerations, and scholarly writing. Our research curriculum prepares master's students for a successful thesis or capstone development and doctoral students for dissertation completion and publication.

Values, Mission, and Learning Outcomes

Department Mission Statement

The Department of Research is an interdisciplinary academic department committed to excellence in delivering rigorous and innovative student-centered research instruction. We support academic excellence for all students through a pedagogy that appreciates applied research, invites transformational change, and promotes Humanistic values core to the Saybrook mission.

Department Values

In alignment with the Saybrook mission, the values of the Department of Research include:

1. We value the diversity of multiple and intersecting perspectives, cultures, and identities of students, faculty, and staff.
2. We intentionally seek learning opportunities for students that address the equity of access to and participation in research in all communities.
3. We promote and maintain the core Humanistic tenets of unconditional positive regard, self-responsibility, and self-actualizing potential.

Program Learning Outcomes

Master's Research Program Outcomes

Saybrook University's Master's research sequence is designed around seven program-level learning outcomes that prepare students to be successful consumers of research. Depending on the specific master's program, students will take from one to three research courses for their master's program. Research program outcomes coincide with and support academic program goals.

1. Research Literature - Students demonstrate the ability to identify, critically evaluate, summarize, and synthesize published research in their field.
2. Research Logic and Design - Students demonstrate understanding of the basic elements of qualitative, quantitative, and mixed method research.
3. Data Collection - Students identify and assess various types of data and data collection strategies as part of the review of existing studies.
4. Data Analysis - Students identify and assess different analysis strategies as part of the review of existing studies.
5. Reporting Research - Students critically evaluate reported research and effectively present empirical research in the support of scholarly arguments and evidence-based decisions.
6. Research Ethics - 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.
7. Research and Practice - Students demonstrate the connection between research and practice. Students explain how research findings inform practice.

Doctoral Research Program Outcomes

Saybrook University's doctoral research curriculum is designed to provide a sequence of research experiences around seven program-level learning outcomes that prepare students to complete the dissertation successfully. Students enrolled in doctoral programs that utilize the Department of Research courses will complete between four and six research courses before advancing to their dissertation courses.

1. Research Literature - Students demonstrate the ability to identify, critically evaluate, summarize, and synthesize published research in their field.
2. Research Logic and Design - Students demonstrate an understanding of the basic elements of qualitative, quantitative, and mixed-method research, including philosophical assumptions, research design, and specific research methods.
3. Data Collection - 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.
4. Data Analysis - Students identify, assess, and make choices about analysis strategies as part of the review of existing studies or in the design of original research.
5. Reporting Research - Students critically evaluate reported research and effectively present empirical research for scholarly presentation or publication.
6. Research Ethics - 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.
7. Research and Practice - Students demonstrate the connection between research and practice. Students explain how research findings inform practice and how practice suggests research topics.

Department Specific Policies

Recommendations

Research Course Enrollment

To support the mission of academic excellence, rigor, and student success, the Department of Research recommends that students not enroll in more than one research course per term. Students requesting exceptions must consult with their Program Chair and the Department of Research to discuss multiple research course enrollment.

Advanced Research Method

To support student dissertation success, the Department of Research recommends that doctoral students take the Advanced Research Methods (3xxx) course in alignment with their projected dissertation research method.

Policies

Department of Research Late Policy

To support students' successful course completion, the Department of Research has the following policy for assignment submission.

Every assignment is due by 11:59 pm PT on the due date specified in the syllabus and Canvas. Any assignment submitted late without prior approval from the instructor will be marked down 10% per additional day past the due date until the assignment is submitted. Assignments submitted one week or more after the due date specified will not be graded and receive a 0. No assignments due on the last day of the course will be accepted after the due date. The instructor will work to be fair and accommodating with students who seek prior approval. Students who seek prior approval to submit an assignment late will not automatically receive it; instead, they should work directly with their course instructor.

Department of Research AI Guidelines

Using AI to generate content for learning activities in research courses is prohibited unless assigned as a required component of a learning activity published in the course syllabus.

Department of Research learning activities include:

- Discussion activities and submitted revised responses
- Practice Activities and submitted revisions
- Key Assignments and submitted revisions

Procedure: If an instructor identifies possible unauthorized use of AI-generated content using Saybrook-approved AI detection tools, the following will occur:

1. The instructor emails the students to notify them that there is potentially a high rate of AI-generated content in submitted learning activities and requests that they schedule a discussion meeting.
2. During the initial meeting, the instructor invites the student to explain potential AI use. Afterward, the instructor will review the department's AI guidelines, as appropriate. Please note that reports can misrepresent AI use due to the nature of AI technology and detection tools. AI use can also be unintentional.

Determination: If the student used AI to generate their submitted assignment, the following would occur:

- The student will receive a 0 grade on the activity. The instructor may offer a re-submission option and determine the appropriate re-submission requirements.
- The instructor will document the incident in an email to the student's department and the chair of the department of research.
- Department leadership (the student's department chair and the chair of the research department) will determine if the complaint should escalate to the Student Affairs or be filed as a warning at the university level.

Department Programs and Specializations

Specialization in Teaching and Advanced Research (STAR)

Overview

The 12-credit Specialization in Teaching and Advanced Research (STAR) serves university learners interested in pursuing academic careers. Innovative, learner-centered, skill-based courses in teaching, grant writing, curriculum design, and academic publication prepare learners for professional and scholarly success in their field of interest. Over four core courses, learners develop a scholarly portfolio to promote academic success post-graduation. This academic dossier will include a written teaching philosophy, Curriculum Vitae, exemplar syllabi and course designs, grant proposals, research publications and presentations. Following completion of the core courses, learners then work with faculty research mentors to apply the dossier to professional academic goals: establishing and building professional networks, refining skills, and participating in academic opportunities. STAR learners are invited to present at the STAR Learner Research Symposium, an annual virtual academic conference featuring learner research presentations.

Any Saybrook student can enroll in RES4010, RES5010, RES5020, or RES5030 as elective courses if they meet the prerequisite requirements.

Program Learning Outcomes

STAR Program Approach

The STAR Program Learning Outcomes reflect the core humanistic principles of self-actualization and human growth potential. The approach to learning is based on heutagogy and principles of self-determined learning. In this way, STAR courses recognize that learners can guide their learning based on professional goals, gain professional competencies toward an academic career path, build capabilities to demonstrate competencies in new professional settings, and reflect on their learning as a lifelong enterprise.

Program Learning Outcomes

1. Teaching and Instruction in Higher Education - Learners demonstrate an understanding of the theoretical and applied components of teaching and instruction in higher education.
2. Curriculum Development in Higher Education - Learners demonstrate an understanding of the theoretical and applied components of curriculum design in higher education.
3. Advanced Research - Learners demonstrate an understanding of the research landscape in their field and build advanced research skills to present and publish in academic contexts.
4. Diversity, Equity, Inclusion, and Belonging - Learners demonstrate a humanistic understanding of the principles and application of DEIB practices in teaching, curriculum development, and research practice in higher education.
5. Project Management - Learners demonstrate an understanding of project development and management in teaching, curriculum development, and research in higher education.
6. Technology and Innovation in Teaching and Research - Learners demonstrate an understanding of technology in teaching, curriculum development, and research practice.
7. Ethical Compliance and Professional Standards in Teaching and Research - Learners comply with ethical and professional standards of practice in teaching, curriculum design, and advanced research in their area of research.

Career Opportunities

The Specialization in Teaching and Advanced Research (STAR) supports academic career roles within a learner's field of practice in synchronous and asynchronous educational settings. Academic career opportunities in higher education can be found within colleges, universities, and community colleges, as well as in organizations that support or oversee higher education. Responsibilities often involve teaching, conducting and publishing research, grant writing, and curriculum development.

- Professor (Assistant, Associate, Full) - Teach, conduct research, publish, and present scholarly work in academic settings.
- Lecturer/Instructor - Primarily focus on teaching (often non-tenure track)
- Adjunct Faculty - Part-time instructors
- Postdoctoral Researcher - Temporary roles centered on research
- Grants Manager
- Instructional Designer
- Curriculum Designer
- Researcher

Credits/Hours

Students should expect to spend approximately 40 hours per every 1 credit hour, or 120 hours of schoolwork for each 3-credit course, engaged in schoolwork (e.g., reading, watching videos, completing assignments, and more). Therefore, students should anticipate spending approximately 8 hours per week on schoolwork for each 15-week course. The actual time needed will vary by course, by week, and by student.

Mode of Delivery

Coursework is conducted online and at a distance, allowing students to live and work anywhere in the world while engaging with faculty and peers. The classes incorporate a variety of instructional and assessment methods, including asynchronous discussion forums, live videoconferences, interactive web-based activities, and written assignments.

Required Courses

The STAR program is designed to help you build a scholarly portfolio that demonstrates your professional readiness upon completing the specialization. Choosing three of the following four core courses, you will develop tangible materials that showcase your teaching, research, and leadership abilities.

Choice of three core courses include:

- RES4010 Grant Writing (3.0 credits): Craft grant proposals and build a professional toolkit that highlights your ability to secure funding for research or program development.

- RES5010 Teaching and Instruction for Higher Education (3.0 credits): Create a written teaching philosophy, design instructional materials, and gain classroom practice to demonstrate your teaching competence.

- RES5020 Curriculum Development and Instructional Design (3.0 credits): Produce a curriculum map and course syllabi that exemplify your capacity to design engaging and effective learning experiences.

- RES5030 Academic Publication and Presentation (3.0 credits): Transform your research into a manuscript or conference presentation, developing both the content and presentation skills that strengthen your academic portfolio.

Following completion of your selected courses (9.0 credits), you will work closely with a faculty mentor to refine your portfolio, connect it to your professional goals, and develop strategies to advance your research and career opportunities in higher education in RES5040: Research Mentorship and Professional Development (3.0 credits) where you gain support in preparing research for publication, developing a clear professional trajectory, and positioning yourself for success in academic and research-driven careers.

All STAR learners are invited to participate in the annual STAR Learner Research Symposium. For further information on the Specialization in Teaching and Advanced Research, please email star@saybrook.edu.

Academic Programs

Master of Arts

M.A. Counseling: Clinical Mental Health Counseling Specialization

Overview of Program

Saybrook University's M.A. 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. The department is actively seeking reaccreditation.

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 M.A. 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.

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:

1. Upon completing the program, students will demonstrate an ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.
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
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.
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.
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.
6. Upon completing the program, students will be able to apply relevant professional ethical codes to guide their work and ethical decision making.
7. Upon completing the program, students will use professional literature, research and best practices to support individual, familial, group and community change.
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

Program Requirements

Admissions Requirements

Applicants for the M.A. 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

Interview process:

The department faculty will review all application materials, and, if selected, applicants will be invited to interview with the faculty. The interview will include a group experience, which allows applicants to meet others that are applying, and will offer an opportunity to engage in a small group discussions - similar to what might occur in one of our synchronous course meetings. In addition to the group interview, all candidates will have an individual interview with one or two faculty. Both parts of the interview occur on the same day, and the interview dates are pre-set ahead of the application cycle. The admissions department can share more about the dates and times for this process.

University Learning Experience

Residential Learning Experience (RLE) - Required, Community Learning Experience (CLE) - Required (substitutes for RLE in odd fall semesters)

Residential Learning Experience (RLE) - Required, Community Learning Experience (CLE) - Required (substitutes for RLE in odd fall semesters) Virtual Learning Experience (VLE) - Required when not attending the RLE or CLE

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

Residential Learning Experience: All M.A. Counseling: Clinical Mental Health Counseling Specialization students participate in a minimum of 3 four-day long required Residential Learning Experiences (RLEs) during their program. RLEs will be offered in both fall and spring, and students will attend based on specific milestones of their program. These milestones are as follows: The first semester of their program, the semester prior to starting Practicum, and the final semester of their Internship. Activities during the required RLEs 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 3 RLEs 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. When not attending the RLE,during the first week of the fall or spring semester, students are required to attend the Virtual Learning Experience. VLEs 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. During the VLE, there are workshops, independent learning activities, peer learning opportunities, community events, and other hands-on experiences intended to nurture professional development, skill building, relationships, and transformative change. You can find the specific hour and

track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Fieldwork

A portion of the 60credit program includes three semesters of clinical coursework referred to as Practicum (3 credits), Internship I (3 credits) and Internship II (3 credits). 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. **Students do have the option of doing the internship sequence part-time and over 4 semesters. Students will work with the faculty and their approved sites ahead of starting clinical work. That sequence would include Practicum (3 credits), Part-time Internship I (2 credits), Part-time Internship II (2 credits), Part-time Internship III (2 credits).

Program Specific Requirements

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 M.A. 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.

Transfer Credit

M.A. Counseling students can transfer up to 9 approved semester credits from an accredited academic institution. To transfer hours earned at another institution to the M.A. 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 Chair and appropriate program faculty will review each course transfer request on an individual basis. Clinical courses such as Basic Skills, Group, Practicum and Internship are not eligible for transfer review.

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

- Professional Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Development
- Clinical Mental Health Counseling - Specialization

Credits/Hours

The three-year 8-9 semester (fall, spring, summer) 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 for residential learning experiences throughout their program. Students can expect to have a blend of asynchronous and synchronous course meetings throughout their program. The schedule of required course meetings is shared 3-weeks before the start of each semester. 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.

Mode of Delivery

The M.A. Counseling degree program combines online learning with in-person residential learning experiences, experiential intensives, workshops and classes to support students in working toward the M.A. Counseling degree. 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 course sessions with faculty and peers.

Length of Program

The three-year, 8-9 semester (fall, spring, summer) 60 semester credit, Students who follow the full-time program plan can finish their degree in three years, this plan includes summer course work.

Required Courses

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

COUN 2500 - Core 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 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 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 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 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 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 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 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 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 neccessary 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 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 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 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 Core Counseling Skills 3 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 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 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 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 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 CRED01 - Conference Credit

0 credit(s)

COUN CRED02 - Conference Credit

0 credit(s)

COUN CRED03 - Conference Credit

0 credit(s)

COUN CONCRED courses are zero credits and are used to track RLE attendance. There is a fee associated with these courses

**Please note - courses in the MA Counseling program are closed to students outside of the program. This includes non-matriculating students, and students enrolled at Saybrook in other degree programs.

In addition to reviewing the catalog information, students are required to read the program handbooks and adhere to all program policies within those documents.

M.A. Psychology

Overview of Program

The M.A. Psychology degree program in the Humanistic Psychology (HP) 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 the focus area(s). 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

1. **Critical Thinking:** Graduates will demonstrate advanced critical thinking skills, utilizing a humanistic lens to analyze complex psychological phenomena and apply theoretical frameworks to real-world contexts.
2. **Cultural Competence:** Graduates will possess cultural competence, displaying an understanding and appreciation of diverse cultures, experiences, and worldviews, and integrating this awareness into their professional practice.
3. **Ethical Awareness:** Graduates will exhibit a strong ethical awareness, adhering to ethical guidelines in their research, teaching, and practice, and demonstrating a commitment to the well-being and autonomy of individuals and communities.
4. **Research Proficiency:** Graduates will develop proficiency in conducting rigorous research informed by humanistic, existential, transpersonal, and phenomenological perspectives, employing qualitative and quantitative methodologies to advance the field of humanistic psychology.
5. **Social Justice Advocacy:** Graduates will engage in social justice advocacy, actively promoting equity, inclusivity, and social change by addressing systemic disparities, advocating for marginalized populations, and contributing to the creation of a just and sustainable society.
6. **Applied Skills:** Graduates will possess practical skills and interventions grounded in humanistic psychology, enabling them to facilitate personal growth, foster resilience, and promote well-being in various settings, including research, educational, community, and organizational contexts.

Specializations

M.A. 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, Innovation, & Leadership (CIL)
- Existential and Humanistic Psychology (EHP)

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/Director will review the student's objectives for acceptance, and the Department Chair approves 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 to Ph.D. in Psychology Pathway

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 project and all other degree requirements). That is, admission into the Ph.D. 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 the Ph.D. program (i.e., after completion of the project), not the catalog in place at the time of their conditional acceptance into the Ph.D. program. In terms of transfer credits for students once they have attained the M.A. in Psychology at Saybrook, a maximum of 30 credit hours may be applied toward the Ph.D. in Psychology.

Career Opportunities

Graduates of the M.A. Psychology program with specializations in Creativity, Innovation, & Leadership (CIL), Consciousness, Spirituality, and Integrative Health (CSIH), and Existential and Humanistic Psychology (EHP) are well-equipped for a wide range of fulfilling career opportunities. With the CIL specialization, students can pursue careers in leadership and organizational development, working as consultants, trainers, and/or managers in various industries, fostering innovation and creativity within teams and organizations. The CSIH specialization opens doors to careers in holistic health education, guidance, consulting, and mentoring; consciousness and spirituality teaching and research; psionics; and integrative health/wellness centers, and industry, promoting well-being and individuals' spiritual and conscious growth healthspan and vibrant longevity. Graduates with the EHP specialization can explore careers such as humanistic fields as psychology educators, offering a compassionate and existential approach to professional and personal development. Additionally, these specializations provide a strong foundation for further doctoral studies, enabling students to pursue advanced research or academic positions in their chosen areas of specialization.

The M.A. Psychology program helps students develop professional skills from our experiential learning curriculum, empowering them to promote life-enhancing transformative change in individuals and community development programs. Graduates of this program will be positioned to advance their existing careers, begin a new career path, and/or to continue their education in a Ph.D. Psychology program. With a strong foundation in psychology, graduates may find work as researchers, teachers, consultants, mediators, and explore many other career paths.

Our M.A. Psychology program is intended for professionals who wish to pursue non-clinical careers or expand on their existing licenses. This program is not designed to prepare graduates to qualify for clinical licensure or certification.

Program Requirements

Admissions Requirements

Degree Requirements: 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.

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

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/general electives (also known as "other electives") 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.

University Learning Experience

Virtual Learning Experience (VLE) - Required, Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Credits/Hours

The program requires a total of 33 earned credits. These credits encompass a rigorous curriculum that includes core courses, specialized coursework in the chosen area of focus, research methodology and analysis, and the completion of a Master's project. Through a combination of theoretical exploration, experiential learning, and research opportunities, students gain the knowledge, skills, and competencies necessary for success in their future careers or further doctoral studies. The credit units and hours invested in the M.A. degree ensure that students receive a comprehensive and well-rounded education, empowering them to make significant contributions to the field of psychology.

Mode of Delivery

At Saybrook University, we are committed to providing a dynamic and flexible online learning experience that combines both asynchronous and synchronous delivery methods. Our M.A. Psychology program with Specializations in Creativity, Innovation, & Leadership (CIL); Consciousness, Spirituality, and Integrative Health (CSIH); and Existential and Humanistic Psychology (EHP) embraces the advantages of online education, allowing students to pursue their studies at their own pace while fostering meaningful real-time interactions.

Through our asynchronous delivery, students have access to a user-friendly online platform where they can engage with course materials, lectures, and multimedia resources at a time that suits their schedule. This flexibility empowers students to balance their studies with other commitments, ensuring an optimal learning experience. They can participate in discussions, complete assignments, and collaborate with fellow students, all while benefiting from the expertise of our dedicated faculty who provide timely feedback and guidance.

In addition to asynchronous learning, our program incorporates synchronous elements to foster a sense of community and enhance real-time engagement. Through virtual classrooms, students have the opportunity to participate in live lectures, interactive discussions, and group activities led by faculty members. These synchronous sessions provide valuable opportunities for students to connect, ask questions, share ideas, and engage in collaborative learning experiences. Our virtual classrooms utilize video conferencing and collaboration tools to simulate the benefits of face-to-face interaction, ensuring an immersive and interactive learning environment.

The combination of asynchronous and synchronous delivery methods allows us to provide a well-rounded and comprehensive online learning experience. Students benefit from the flexibility of guided self-paced study, while also experiencing the richness of real-time interactions and discussions with faculty and peers. This blended approach cultivates a supportive and interactive community, enabling students to develop critical thinking skills, engage in meaningful discourse, and forge lasting connections within and outside of their chosen Specialization.

Length of Program

The degree completion time for a full-time student in the M.A. Psychology program following the default course sequence will range from 2 - 3 years; Earned Credits: 33 credits.

Required Courses

M.A. Psychology; No Declared Specialization

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

Research Course Sequence*:

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. 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in RES 2100 as an equivalent 3 credit(s)

Offered F, SP: 15 weeks; Summer: 12 weeks

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. Prerequisite(s): RES 1500 - Research Literacy for Practitioners or RES 2100 - Research Foundations and Literacy or MBM 1009 - Information Competency & Research Skills , 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program who have completed RES 2100 should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in the next Ph.D. research course as an equivalent.

Offered F, SP: 15 weeks

Prerequisite(s): 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). 3 credit(s)

*students can only take one RES course each term
**students interested in the MA-to-PHD program should consult with their Psychology Faculty Advisor to determine if the doctoral RES sequence (RES 2100 and RES 2300) fits better in their plan

Core Psychology Courses:

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)

Core Ethics Courses (select 1 of the following courses):

PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research

This course introduces 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 course's primary focus will be 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. Prerequisites: None. Note: Only CP students must attend a required in-person learning experience at the Residential Learning Experience (RLE) during the term of course enrollment. 3 credit(s)

HP-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)

Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

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)

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)

HP-CIL 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)

Psychology Core Specialization Courses: 12 Credits

- HP-CIL Specialization Course 3 credit(s)
- HP-CSIH Specialization course 3 credit(s)
- EHP Specialization course 3 credit(s)
- APH Specialization course 3 credit(s)

Other Electives: 3 Credit(s)

Upon Completion of all required courses:

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)

Total Degree Requirements - 33 Credits *

Total Degree Requirements with Specialization option - 33 Credits *

Consciousness, Spirituality, and Integrative Health (CSIH) Specialization - 12 credits

Overview

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, collective, cultural/transcultural, mythic, cosmological, and transpersonal perspectives on multidimensional aspects of human identity and destiny, consciousness evolution, biopsychosocial-spiritual and cultural transformation, spiritual awakening and realization, healing, healthspan and vibrant longevity, calling, individuation and wholeness, wellness and well-being, and human flourishing. 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 unique ways of understanding individuals' internal and external identity, growth, worlds, and lives as accessible through such pathways as disciplined consciousness exploration and calibration, consciousness studies, the world's spiritual and wisdom traditions, healing arts, depth psychology, transpersonal psychology, psionics, energy medicine, healthspan and vibrant longevity, spiritual creativity, self-regulation and self-healing, hypnosis and imagery, the arts, personal mythology and 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, as well as on vibrant longevity, psionics, and/or Exceptional Human Experiences (EHEs).

The study of consciousness, psychology of consciousness, and consciousness evolution offers students opportunities 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, deeply evocative spiritual/transpersonal experiences, optimal healthspan, healthful and vibrant longevity, culture, and social action.

Given the diverse array of CSIH Specialization course offerings, in close conversation with their Psychology Faculty 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 and/or research in areas such as pastoral care, spiritual guidance, spiritual mentoring, and transpersonal consulting and coaching or who want to integrate their 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, personal, and transpersonal goals. CSIH Specialization allows students to focus on the study of interdisciplinary and integrative approaches to self-discovery, transpersonal development, health, healing, healthspan and vibrant longevity, and well-being that have not necessarily been regarded as standard within mainstream medical and psychological paradigms and care. These approaches include spiritual, wisdom, indigenous, esoteric, mystical, psionic, and Earth-and-Cosmos honoring traditions and practices. Additional alternative health and well-being perspectives, approaches, and practices relevant to psychological, psychospiritual, and physical health and vitality that are studied include personal mythology and dreamwork, yoga, meditation, mindfulness, prayer, contemplation, psychomythology and mythopoetics, energy medicine, healthspan and vibrant longevity, guided imagery, clinical hypnosis, Holotropic Breathwork, biofeedback, Enneagram, the arts, and indigenous healing. Students may also explore spirituality, consciousness, and consciousness calibration research and practice, as well as their role in physical, psychological, psychospiritual, cosmological, and attitudinal resilience and vitality; optimal healthspan and robust longevity; personal and transpersonal relationships; and organizational mythology, vision, culture, and flourishing.

Although not intended as preparation for licensure, studies in CSIH Specialization can be applied to the work of psychologists and other licensed mental health professionals. Studies can also be applied to transpersonal teaching and research, scholar-practitioner writing, health care, healthspan innovation and longevity studies, peace work, pastoral care, spiritual mentoring and guidance, conflict resolution and diplomacy, education, consulting, coaching, and/or organizational work.

Core CSIH Specialization Courses: 6 credits

HP-CSIH 3200 - ProSeminar 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)

HP-CSIH 5000 - Interdisciplinary Foundations for Vibrant Longevity

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 EHP/CIL/PSY. 3 credit(s)

OR

HP-CSIH 5200 - Vibrant Longevity and Exceptional Human Experiences

This course positions vibrant longevity and Exceptional Human Experiences as two closely linked, intersubjective phenomena of deeply humanistic and thoroughly transpersonal relevance. Within the humanistic-and-transpersonal context/intention of tending to our individual and collective vibrant longevity, in this course we (1) examine profound Exceptional Human Experiences, abilities, and potentials; (2) distill their nature and essence; (3) discern their transformative biopsychosocial-spiritual and cultural aspects; and (4) illuminate and contemplate their life-affirming, longevity-promoting features. More specifically, our mindful scholar-practitioner investigations highlight vibrant longevity in dialogue with the following overarching classes of Exceptional Human Experiences: Encounter, Psychical, Mystical, Peak, Desolation/Nadir, Dissociative, Death-Related, Exceptional Human Performance/Feats, and Healing experiences. Prerequisite(s): None 3 credit(s)

CSIH Specialization Electives: 6 Credits

Total Degree Requirements with Specialization Option - 33 credits

Creativity, Innovation, and Leadership (CIL) Specialization - 12 credits

Overview

The Creativity, Innovation, and Leadership (CIL) Specialization is designed for students who want to engage creative aspects of their existing worlds through in-depth research and make a meaningful contribution to the fields of creativity and psychology. This Humanistic degree program encourages students to examine vital contemporary questions about creativity and a strong desire to investigate environments supporting different kinds of applications. Students in the CIL Specialization focus their studies on areas they are passionate about and phenomena they are intrigued by to take their careers to the next level or go in a whole new direction. Our specialization seeks to support the joy and optimism that comes with "creativity" in all forms and to explore what is possible.

A complex and fast-changing world demands new, creative approaches to everything from corporate strategies to child development and even household chores (everyday creativity). From schools and universities to big business, the importance of understanding and developing creative concepts that lead directly to innovative solutions has been widely researched and recognized as a necessary proficiency. Our students deeply explore their contributions as thought leaders as the third marker of this specialization. It is critical to note that this is not a traditional executive business leadership program, but rather an engaged, applied opportunity to explore their career trajectories through hands-on projects and research, including the areas of Arts-Based Inquiry and Expressive Art interventions.

Saybrook University offers both M.A. and Ph.D. degrees in psychology with specializations in creativity, innovation, and leadership. 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 key toward self-actualization.

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

While the engagement of creativity and innovation 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 research and scholarship. General learning goals include understanding the history, research, and practical application of CIL studies. Students enrolled in this Specialization will develop individualized specific learning goals mentored by a faculty member based on their interests, aspirations, and personal passion.

At the conclusion of their studies, students in this specialization will be able to:

1. Demonstrate marketable skills in general creativity and a specific aspect of creativity and innovation subject matter expertise.
2. Work to engage others in efforts to promote life-enhancing improvements.
3. Bring innovation and creativity to their research, work, and personal choices, moving beyond traditional disciplinary and paradigmatic boundaries.
4. Combine critical, empathetic, and creative thinking as thought leaders with self-reflection to develop self-knowledge, self-realization, and expansion of consciousness.
5. Place their work within a humanistic perspective across multiple contexts and acknowledge their biases and unchallenged assumptions.
6. Display a global awareness of strengths and challenges based on humanistic values, including authenticity and compassion.

This specialization is not designed to prepare graduates for licensure, but students interested in licensure may combine this specialization with a degree from the Department of Clinical Psychology.

Our M.A. Psychology program is intended for professionals who wish to pursue non-clinical careers or expand on their existing licenses.

This program is not designed to prepare graduates to qualify for clinical licensure or certification.

Core CIL Specialization Courses: 6 Credits

HP-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)

HP-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 Specialization Electives: 6 Credits

Total Degree Requirements with Specialization Option - 33 credits

Existential and Humanistic Psychology Specialization (EHP) - 12 credits

Overview

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 traditionally defined models of psychopatholgy and normative functioning. 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.

Core EHP Core Specialization Courses: 6 Credits

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)

OR

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)

And

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 Specialization Electives (any course with EHP prefix): 6 credits

Total Degree Requirements with Specialization Option - 33 credits

M.A. Transformative Social Change

Overview of Program

We live in a time of great change. The crises that we confront threaten the well-being of life on earth and, indeed, our survival. For those who are willing to lead, these crises can be addressed through a deep understanding of their interconnectedness with the rest of the world. Nonprofit, learning, and community organizations that focus on advocacy, the environment, social justice, and peace are increasingly looking for leaders that have a global and holistic understanding of these crises as well as how they are interconnected.

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.

Specializations

- M.A. Transformative Social Change: Peace and Justice Studies

Career Opportunities

The M.A. Transformative Social Change program focuses on preparing practitioner scholars to become successful advocates and leaders in nonprofit organizations and educational environments-focusing on human rights, multicultural justice, community building, peace, the environment, and social justice.

Program Requirements

Admissions Requirements

Applicants for the M.A. 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

University Learning Experience

Virtual Learning Experience (VLE) - Required, Community Learning Experience (CLE) - Required

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All Transformative Social Change students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. They are also required to attend the biannual, in person, Community Learning Experience in the fall of odd calendar years. The University Learning Experience components (VLEs and CLEs) 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 synchronous, stimulating, and supportive virtual environment. The University Learning Experience (ULE) nurtures intellectual and relational creativity, enrich the educational environment, and foster faculty and peer interactions. During the ULE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

M.A. students are required to attend the VLE throughout their program along with the CLE in the fall of odd calendar years.

Some elective courses may require additional residential learning training. Refer to course descriptions for requirements.

Fieldwork

Students may choose to participate in an optional semester-long Practicum in Professional Practice (TSC 8151), where they participate in twenty hours each week in a nonprofit, educational, community or governmental setting, and write up a review of that experience at the end of the semester. Participation in fieldwork is subject to the student's state of residence. Contact the Admissions Department for more information.

Program Specific Requirements

Residential Learning Experience Substitution Process

If students would like to substitute attendance at a professional conference for attendance at one of the VCs, 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 Virtual Conference. Students must complete the "Authorization Request to Substitute for Virtual Conference" form and submit it for approval no less than 30 days before the VC 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.

Credits/Hours

Total credits: 33

A credit hour for an online course represents 15 hours of instructional activity (e.g., engagement with web-based instructional materials) toward achieving specified student learning outcomes. For online courses, the 15 hours of instructional activity may include but are not limited to synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. A credit hour also assumes an additional 30 hours of homework, studying, and/or research. Partial credits are not granted.

Mode of Delivery

Hybrid Online Learning Model

The M.A. Transformative Social Change degree program combines online learning with periodic in-person residential learning experience.

For distance online or hybrid courses, the total hours of work typically required for any class of work reflects: 1) synchronous and asynchronous components that facilitate faculty-student and student-student interaction (virtual classrooms, discussion boards, and chats) and 2) independent learning components (readings, recorded lectures, written assignments, and quizzes).

Length of Program

The degree completion time for a full-time student enrolled in the M.A. Transformative Social Change program following the default course sequence will range from 2 -3 years. Any breaks in enrollment and/or reduced enrollment may impact completion time.

Required Courses

Core Courses:

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. 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in RES 2100 as an equivalent 3 credit(s)

Offered F, SP: 15 weeks; Summer: 12 weeks

3 credit(s)

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 TSC 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 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 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 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)

OR

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 9200 - Master's Project

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)

Elective Courses - 6 credits

Transformative Social Change Electives

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 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 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 example 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 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 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 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 CSIH 6560 3 credit(s)

TSC 6570 - Race, Class, and Gender Within a Humanistic Discourse

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 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 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 7090 - Special Topics in Transformative Social Change

This course provides an opportunity for exploration of a variety of topics of current interest to Transformative Social Change students and faculty. The course content will be adapted to the content and issue areas determined in a specific offering of the course. This course may be repeated so long as the title and content are not the same.

This offering of the Special Topics in Transformative Social Change course focuses on global paradigms and social change. A paradigm is our view of the world, how we operate in it, and how we seek solutions to the challenges that emerge within this paradigm. As social change agents, we must also understand how paradigm shifts happen at the global level, what happens during them, and why they are necessary for transformational change. Students will explore current interrelated paradigms of neoliberalism, racism, terrorism, and nationalism and their role in dictating our approaches to social change. We will use decolonial frameworks to develop new ways to recognize how our current paradigms might be transformed, or newer paradigms be created for us to redefine current societal challenges, find new approaches to resolving these challenges, and to find new solutions to current social issues. 3 credits. 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 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)

Other Electives: 6 credit(s)*

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

Total Degree Requirements - 33 Credits

*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.

Total Degree Requirements with Specialization Option - 33 credits

Peace and Justice Studies Specialization -12 credits

Overview

The Specialization in Peace and Justice Studies prepares students with a deep understanding of the complex causes of societal conflicts and social injustice, in order to create more just and sustainable social systems. Its special contribution relates 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 in hopes of contributing to a more peaceful, just and sustainable world.

Bringing a multidisciplinary and holistic perspective, the Specialization supports an understanding of the causes of violence and the potential of restorative justice, transformative justice and nonviolent efforts to leverage 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 challenges to peace with justice on community through global levels
- Learning cross-cultural conflict resolution and restorative justice practices
- Developing ways to address the multicultural dimensions of societal conflict and injustice.

Career Opportunities: A Peace and Justice Studies Specialization prepares students as scholar-practitioners to apply their knowledge to a successful career in numerous areas, including nonprofit organizations and educational environments-focusing on
human rights, multicultural justice, community building, conflict transformation, the environment, and social justice.

Peace and Justice Studies Specialization Core - 9 Credits

TSC 6510 - Theory and Practice of Nonviolence

This course examines the history and basic principles of a variety of nonviolent approaches, including those of seminal figures such as Buddha, Jesus, Gandhi, and King, as well as the views of contemporary social activists and theorists, both secular and spiritual. The applications of philosophies of nonviolence to various social and political domains are critically considered. A range of methods and strategies for nonviolent social change are explored, utilizing study of historical and recent cases. 3 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 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 Electives - 3 credits

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 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 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 example 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 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 CSIH 6560 3 credit(s)

TSC 6570 - Race, Class, and Gender Within a Humanistic Discourse

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 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.
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TSC 6620 - Psychology of Disability, Rehabilitation, and Empowerment

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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 7090 - Special Topics in Transformative Social Change

This course provides an opportunity for exploration of a variety of topics of current interest to Transformative Social Change students and faculty. The course content will be adapted to the content and issue areas determined in a specific offering of the course. This course may be repeated so long as the title and content are not the same.

This offering of the Special Topics in Transformative Social Change course focuses on global paradigms and social change. A paradigm is our view of the world, how we operate in it, and how we seek solutions to the challenges that emerge within this paradigm. As social change agents, we must also understand how paradigm shifts happen at the global level, what happens during them, and why they are necessary for transformational change. Students will explore current interrelated paradigms of neoliberalism, racism, terrorism, and nationalism and their role in dictating our approaches to social change. We will use decolonial frameworks to develop new ways to recognize how our current paradigms might be transformed, or newer paradigms be created for us to redefine current societal challenges, find new approaches to resolving these challenges, and to find new solutions to current social issues. 3 credits. 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 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)

Total Degree Requirements with Specialization Option - 33 credits

Master of Science

M. S. Integrative and Functional Nutrition

Overview of Program

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.

Specializations

- Specialization in Mind-Body Medicine
- Specialization in Integrative Wellness Coaching
- Specialization in Culinary Nutrition

Career Opportunities

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

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

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

Program Requirements

Admissions Requirements

1. Applicants for the M.S. Integrative and Functional Nutrition program must:
2. Submit official transcripts showing completion of a bachelor's degree from a regionally accredited university, with a 3.0 or higher GPA;
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.

University Learning Experience

Virtual Learning Experience (VLE) -Required Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Program Specific Requirements

Transfer Credits

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.

Notes:

Saybrook's IWC Certificate program is specifically geared toward individuals who do not currently hold an ICF or NBHWC credential.

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 Ph.D. 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.

Saybrook University partners with the Integrative and Functional Nutrition Academy (IFNA) to support continued graduate education in integrative and functional nutrition. IFNA is a leading online training and mentoring program that prepares clinicians in evidence-based, root-cause, whole-systems approaches to care. Eligible IFNA students who complete designated training qualify for three transfer credits in the MS IFN Program.

Credits/Hours

Saybrook's Master of Science in Integrative and Functional Nutrition requires 49 credits. 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.

Mode of Delivery

Utilizing Canvas as the Learning Management System (LMS), IFN courses are delivered in a mostly asynchronous manner with weekly or biweekly due dates for assignments. IFN courses are supplemented with live Zoom videoconferences. Most IFN courses require attendance at 2-3 live videoconferences.

Length of Program

Saybrook's Master of Science in Integrative and Functional Nutrition requires 49 credits. The expected length of the 49-credit program is approximately 2-3 years 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 Specialization in Integrative Wellness Coaching, Mind-Body Medicine, or Culinary Nutrition to their degree program. The addition of a Specialization will add to the total credits of the student's program and take approximately one to two semesters to complete.

The degree completion time for a full-time student following the default course sequence will average 32 months to two years. Some students may complete degree requirements sooner and some may take longer to complete this degree.

Required Courses

The 49-credit Master of Science in Integrative and Functional Nutrition (IFN) includes 3 credits of basic science courses, 19 credits of core courses, 6 credits of research courses, and 15 credits of IFN electives.

Basic Science Courses (Required Unless Waived)

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.
Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer. Prerequisite(s): None 3 credit(s)

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: 15-weeks A/B every fall and spring and 8-weeks A term every summer.

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 Applied Psychophysiology, and fulfills the course prerequisite for various advanced IFN and APH courses.
Prerequisite(s): None 3 credit(s)
Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer.

Core Courses required of all MS IFN students (19 credits)

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

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

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

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

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) 1 credit(s)
Offered: FA-Term A/B and SP-Term A/B Course Length: 15 weeks
*Must be taken within the first two semesters.

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

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. All IFN degree-seeking students must satisfy this course within the first two semesters of enrollment.

3 credit(s)
Offered: FA, SP, and SU Course Length: 15 Weeks (SU 12 weeks)

*Must be taken within the first two semesters.

Research Courses required of all MS IFN students (6 credits)

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. 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in RES 2100 as an equivalent 3 credit(s)

Offered F, SP: 15 weeks; Summer: 12 weeks

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. Prerequisite(s): RES 1500 - Research Literacy for Practitioners or RES 2100 - Research Foundations and Literacy or MBM 1009 - Information Competency & Research Skills , 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program who have completed RES 2100 should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in the next Ph.D. research course as an equivalent.

Offered F, SP: 15 weeks

Prerequisite(s): 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). 3 credit(s)

IFN Electives: Choose 5 from the list below (15 credits):

IFN 5515 - Lifestyle Medicine for Nutrition Professionals

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, of even years Course Length: 15 weeks

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, of odd years Course Length: 15 weeks

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. 3 credit(s)
Offered: SU-Term A Course Length: 8 weeks

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.

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

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. Offered: FA-Term A/B Course Length: 15 weeks Prerequisite(s): IFN 5520 (or proof of previous nutrition coursework), IFN 5704 (or proof of previous Anatomy/Physiology coursework) 3 credit(s)

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

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: Summer A, Fall A/B Course Length: 15 weeks

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

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

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 A/B Course Length: 15 weeks

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

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 5525 - Introduction to Culinary Nutrition

This course provides a comprehensive overview of the principles of culinary nutrition, emphasizing the relationship between diet, health, and disease prevention. Students will explore the basics of nutrition science, macronutrients, micronutrients, and the role of whole foods in maintaining health and wellness. This course will emphasize practical applications of culinary skills, integrating the science of nutrition with the art of cooking, to support health and wellness. 3 credit(s)

IFN 5526 - Cultural Competency in Culinary Nutrition

This course focuses on the importance of cultural competency in culinary nutrition, emphasizing the diverse dietary practices and food traditions around the world. Students will explore how cultural beliefs and practices influence dietary choices and nutritional health. The course includes lectures, cultural food studies, and practical culinary labs to develop culturally sensitive dietary recommendations and meal plans. Prerequisite(s): None. 3 credit(s) Offered: Spring A/B 3 credit(s)

IFN 5527 - Whole Foods Cooking Lab (Remote)

This remote course combines theoretical knowledge with practical cooking skills, focusing on the preparation of whole foods to promote health and prevent disease. Students will participate in live cooking demonstrations, virtual kitchen labs, and interactive discussions. The course emphasizes the selection, preparation, and culinary techniques of whole foods, with a focus on plant-based nutrition. Prerequisite(s): None. 3 credit(s). Offered: Summer. No RC required. Length: 12 weeks 3 credit(s)

MS IFN Total Degree Requirements - 49 credits

Total Degree Requirements if Basic Science(s) Waived: 40-49 credits

Mind-Body Medicine Specialization - 12 credits

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. Offered: FA. Course Length: 15 Weeks. ULE Required.

Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: Fall, 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Spring. 15 weeks. Prerequisite(s): None 3 credit(s)

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.

Offered: SP. Course Length: 15 Weeks.

3 credit(s)

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.
Offered: FA Course Length: 15 Weeks. ULE Required. 3 credit(s)

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 be encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life. Offered: FA. Course Length: 15 Weeks. ULE Required. 3 credit(s)

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 learning experience, as well as exploring and writing about their experience practicing one approach. Offered: Offered SP. Course Length: 15 weeks. ULE required. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

MBM 5569 - Mindful Consulting

The professional consultant working in the health care system exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in inspiring a process of positive change. This course takes a humanistic approach to consulting practices by facilitating a process of positive inquiry, discovery, and learning during which the client decides future directions and actions for the organization.
This course incorporates mindfulness as an approach to delivering and practicing consulting, specifically through concepts such as positive inquiry, mutual respect, and joint responsibility for outcomes. It also provides a chance to explore and experience business-oriented skill development, including writing styles, creating and delivering customized proposals, and making effective presentations applicable to healthcare.

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 a teacher, HR manager, counselor, coach, or leader.

Offered: SU, even years. 12 Weeks.

3 credit(s)

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. Offered: SU Course Length: 12 weeks 3 credit(s)

*Note: Courses with an asterisk indicate a 1 or 2-day virtual or community learning experience.

Total Degree Requirements with Specialization Option: 52-61 credits

Integrative Wellness Coaching (IWC) Specialization - 12 credits

The Integrative Wellness Coaching (IWC) Certificate program is available to all students interested in Integrative Wellness Coaching who do not currently hold an ICF or NBHWC credential. Students who have completed part of the program before 2025 must retake the 2025 IWC Certificate program in its entirety to align with updated ICF and NBHWC accreditation standards. The IWC Certificate program is unavailable to Teaching Fellows, adjunct faculty, or core faculty, and auditing the program courses is not permitted.

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 Course Length: 15 weeks. VLE 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 Course Length: 8 weeks. No VLE

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 Course Length: 15 weeks. No ULE

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 - (even years only) Course Length: 15 Weeks No ULE required

Total Degree Requirements with Specialization Option: 52-61 credits

Culinary Nutrition Specialization - 12 credits

Overview:

The Culinary Nutrition Specialization prepares students to translate evidence-based nutrition science into practical, food-centered strategies that promote health, prevent disease, and support the management of chronic conditions. Through an interdisciplinary curriculum integrating nutritional science, culinary skills, behavior change, and lifestyle medicine, students develop the knowledge and competencies needed to transform nutrition recommendations into realistic, culturally responsive, and sustainable dietary practices. Emphasizing food as medicine, the specialization equips graduates to apply culinary nutrition principles across clinical, community, educational, and wellness settings, enhancing their ability to improve individual and population health through evidence-informed nutrition interventions.

IFN 5525 - Introduction to Culinary Nutrition

This course provides a comprehensive overview of the principles of culinary nutrition, emphasizing the relationship between diet, health, and disease prevention. Students will explore the basics of nutrition science, macronutrients, micronutrients, and the role of whole foods in maintaining health and wellness. This course will emphasize practical applications of culinary skills, integrating the science of nutrition with the art of cooking, to support health and wellness. 3 credit(s)

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. 3 credit(s)
Offered: SU-Term A Course Length: 8 weeks

IFN 5526 - Cultural Competency in Culinary Nutrition

This course focuses on the importance of cultural competency in culinary nutrition, emphasizing the diverse dietary practices and food traditions around the world. Students will explore how cultural beliefs and practices influence dietary choices and nutritional health. The course includes lectures, cultural food studies, and practical culinary labs to develop culturally sensitive dietary recommendations and meal plans. Prerequisite(s): None. 3 credit(s) Offered: Spring A/B 3 credit(s)

IFN 5527 - Whole Foods Cooking Lab (Remote)

This remote course combines theoretical knowledge with practical cooking skills, focusing on the preparation of whole foods to promote health and prevent disease. Students will participate in live cooking demonstrations, virtual kitchen labs, and interactive discussions. The course emphasizes the selection, preparation, and culinary techniques of whole foods, with a focus on plant-based nutrition. Prerequisite(s): None. 3 credit(s). Offered: Summer. No RC required. Length: 12 weeks 3 credit(s)

Total Degree Requirements with Specialization Option: 52-61 credits

M.S. Mind-Body Medicine

Overview of Program

Students enrolled in the M.S. Mind-Body Medicine (MBM) program integrate mind-body medicine's philosophy, science, and techniques in their personal and professional work. The curriculum provides a foundation of scholarship across the CIMHS departments, encompassing integrative healthcare, mind-body science, practice, research foundations, and ethics. Students may add a certificate or specialization to expand their knowledge and focus of study in a specific discipline, such as integrative wellness coaching, contemplative end-of-life care, biofeedback, neurofeedback, and hypnosis.

The M.S. MBM program attracts students from a broad range of educational 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.

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.

Specializations

- Applied Psychophysiology
- Contemplative End of Life Care
- Integrative and Functional Nutrition
- Integrative Wellness Coaching
- Mindful Leadership

Career Opportunities

Students who are already credentialed as healthcare practitioners enhance their practice with integrative medicine knowledge.

Graduates are prepared to 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

Depending on their professional interests, M.S. 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.

Program Requirements

Admissions Requirements

M.S. Mind-Body Medicine degree applicant 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; and
- The Department chair may require a writing sample if applicants submit a personal statement that contains any grammatical mistakes, spelling errors, or poorly organized text.
- New M.S. MBM students must provide official transcripts showing completion of an undergraduate or graduate-level science course in the past 10 years, with a minimum of a B in anatomy and/or physiology. Students lacking this introductory science prerequisite course will add IFN 5704 Anatomy and Physiology as an elective within their first year. Alternatively, students may complete the basic anatomy and physiology course from an accredited community college.
- 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. For further details regarding transfer credit policies, consult the Institutional Transfer Credit Guidelines section of the University Catalog for Course Descriptions.

Contact the department chair to inquire about the details of transfer credits.

University Learning Experience

Virtual Learning Experience (VLE) - Required, Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirement

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Program Specific Requirements

All new students participate in Saybrook University's "Getting Started" and the MBM Department's virtual orientation sessions at the beginning of the fall, spring, and summer semesters. During the orientation, students are introduced to administrative staff, faculty, university-wide policies, technology, student services, library databases, best practices, advising, and more.

The requirements for the M.S. Mind-Body Medicine degree include 40 to 43 credits within specific categories of coursework: core (13 credits), research (6 credits), mind-body science (6 credits), practice (9 credits), and electives (6 or 9 credits). Pre-requisites such as anatomy and physiology must be met to register for certain courses.

Note: All CIMHS students enroll in the MBM 5507 Graduate Level Academic Writing course (elective) within the first two semesters of starting the program unless students receive an approved waiver from 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.

Credits/Hours

Students should expect to spend approximately 40 hours per every 1 credit hour, or 120 hours of schoolwork for each 3-credit course, engaged in schoolwork (e.g., reading, watching videos, completing assignments, and more). Therefore, students should anticipate spending approximately 8 hours per week on schoolwork for each 15-week course. The actual time needed will vary by course, by week, and by student.

Mode of Delivery

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 faculty and peers. The classes incorporate a variety of instructional and assessment methods including asynchronous discussion forums, live videoconferences, interactive web-based activities, and written assignments. In addition, the MBM department utilizes virtual and residential learning experiences for real-time training, to support online classes. These virtual and residential learning conferences are usually held at the start of the spring and fall semesters.

MBM students are required to enroll in three semesters each year: fall, spring, and summer. Fall and spring semesters are 15 weeks; summer courses are 8 or 12 weeks long.

Length of Program

The average time to complete without a specialization is 2 to 3 years.

Required Courses

Core - 13 credits

MBM 0506 - 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 degrees' programs and is optional for the PhD in Integrative Social Work.. 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. Offered: FA and SP. VLE or CLE requirement. 1 credit(s) 1 credit(s)
RC required

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. Offered: FA, SP, and SU. Course Length: 15 weeks (SU 12 weeks) 3 credit(s)

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. Offered: FA, SP Course Length: 15 Weeks. 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. Offered: FA, SP and SU. Course Length: 15 Weeks (SU 12 weeks) Prerequisite(s): None 3 credit(s)

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. Offered: Offered FA, SP, and SU. Course Length: 15 Weeks (SU 12 Weeks). Prerequisite(s): No more than six outstanding credits in the final semester of the program. Department chair approval required to register. 3 credit(s)

Research - 6 credits

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. 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in RES 2100 as an equivalent 3 credit(s)

Offered F, SP: 15 weeks; Summer: 12 weeks

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. Prerequisite(s): RES 1500 - Research Literacy for Practitioners or RES 2100 - Research Foundations and Literacy or MBM 1009 - Information Competency & Research Skills , 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program who have completed RES 2100 should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in the next Ph.D. research course as an equivalent.

Offered F, SP: 15 weeks

Prerequisite(s): 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). 3 credit(s)

Mind-Body Science - 6 credits

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. Offered: SU Course Length: 12 weeks 3 credit(s)

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. Offered: FA. Course Length: 15 Weeks.

Prerequisite(s): None 3 credit(s)

Practice - 9 credits

Choose three:

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

APH 5595 - Advanced Biofeedback

This course includes online contact with faculty and follow students, directed readings and research in specialty areas, as well as applied practice of biofeedback and/or neurofeedback with regular group-based supervision. 3 Credits. Offered every term depending on enrollment numbers. 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

APH 5625 - Intermediate 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. 3.0 credits. Prerequisite(s): APH 5620 Basic Hypnosis 3 credit(s)

APH 5594 - Advanced Hypnosis

This course provides 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 acapstone essay, integrating their learning in the imagery and hypnosis course sequence, along with their learning in the advanced practicum course. 3.0 credits. Summer Term. Prerequisite(s): APH 5620 Basic Hypnosis and APH 5625 Intermediate Hypnosis 3 credit(s)

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 Course Length: 15 weeks. VLE Required.

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 - (even years only) Course Length: 15 Weeks No ULE

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. Offered: FA. Course Length: 15 Weeks. ULE Required.

Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: Fall, 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Spring. 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Summer 12 weeks. 3 credit(s)

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.

Offered: SP. Course Length: 15 Weeks.

3 credit(s)

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.
Offered: FA Course Length: 15 Weeks. ULE Required. 3 credit(s)

MBM 5569 - Mindful Consulting

The professional consultant working in the health care system exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in inspiring a process of positive change. This course takes a humanistic approach to consulting practices by facilitating a process of positive inquiry, discovery, and learning during which the client decides future directions and actions for the organization.
This course incorporates mindfulness as an approach to delivering and practicing consulting, specifically through concepts such as positive inquiry, mutual respect, and joint responsibility for outcomes. It also provides a chance to explore and experience business-oriented skill development, including writing styles, creating and delivering customized proposals, and making effective presentations applicable to healthcare.

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 a teacher, HR manager, counselor, coach, or leader.

Offered: SU, even years. 12 Weeks.

3 credit(s)

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 be encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life.
Offered: FA. Course Length: 15 Weeks. ULE Required. 3 credit(s)

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. Offered: FA, even years Course Length: 15 weeks 3 credit(s)

HP-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)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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 learning experience, as well as exploring and writing about their experience practicing one approach. Offered: Offered SP. Course Length: 15 weeks. ULE required. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

MBM 5701 - Facilitating Mind-Body-Spirit Integration Programs

Mind-Body-Spirit Integration (MBSI) programs are designed to promote balance and integration of the mind, body, and spirit. The specific content and focus of MBSI programs can vary, but they generally involve a combination of different techniques and practices designed to promote mind-body-spirit integration. This may include movement, meditation, mindfulness practices, imagery, expressive activities, breathing exercises, group sharing, and other practices provided in a group setting.

This course covers the essential elements of leading MBSI groups, such as how to design a curriculum and structure sessions, communication and facilitation skills, ethical considerations, and cultural misappropriation concerns. Students will maintain a practice of their choice, lead practices in group sessions, and design their own MBSI curriculum. There will be ongoing discussions of the group process and challenges of group facilitation.
Offered: TBD. Course Length: 15 Weeks. Prerequisite(s): MBM 0506 Mind-Body-Spirit Integration Seminar, MBM 5710 Mind-Body Therapies and Practices and at least one MBM practice course (refer to MBM certificate courses). 3 credit(s)

> *Courses with an asterisk include a 1 or 2-day virtual or community learning experience (VLE or CLE). Review the course description for details.

Electives - 9 credits

Elective requirements may be satisfied by any Saybrook program (except for counseling courses) or by an approved academic partner agreement. Refer to any prerequisite or learning experience requirements (virtual, residential, or community) before registering. A listing of acceptable CIMHS courses is available in the university catalog and online Master Index.

- Elective Choice - 3 credits
- Elective Choice - 3 credits

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. All IFN degree-seeking students must satisfy this course within the first two semesters of enrollment.

3 credit(s)
Offered: FA, SP, and SU Course Length: 15 Weeks (SU 12 weeks)

Total Degree Requirements - 43 credits

Total Requirements with Specialization Option: 55 credits

Applied Psychophysiology (APH) Specialization - 12 credits

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 support people as they manage symptoms associated with health-related issues or enhance their academic, artistic, and sports performance.

Students in the applied psychophysiology specialization will take courses in basic psychophysiology, neurophysiology, and choose from a variety of interventions such as biofeedback, hypnosis, neurofeedback, stress management, and optimal performance. Depending on the combination of courses within the degree requirements and specialization, students may have enough credits to declare multiple certificates that align with their career goals.

Required Courses (6 credits)

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. 3 credits. Offered SP -- Term B. Course length: 8 weeks. Pre-requisites: Undergraduate courses in psychology and biology (or APH5001, APH5002). Prerequisite(s): Pre-requisites: Undergraduate courses in psychology and biology (or APH 5001, APH 5002). 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

Or

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

Choose "two" from APH Specialization Options (3 credits)

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 credits. 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

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. 3 credits. One day virtual or in-person lab required depending on schedule. Course Length: 15 weeks Prerequisite(s): APH 5051, APH 5101 and APH 5271 3 credit(s)

APH 5595 - Advanced Biofeedback

This course includes online contact with faculty and follow students, directed readings and research in specialty areas, as well as applied practice of biofeedback and/or neurofeedback with regular group-based supervision. 3 Credits. Offered every term depending on enrollment numbers. 3 credit(s)

APH 5625 - Intermediate 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. 3.0 credits. Prerequisite(s): APH 5620 Basic Hypnosis 3 credit(s)

APH 5594 - Advanced Hypnosis

This course provides 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 acapstone essay, integrating their learning in the imagery and hypnosis course sequence, along with their learning in the advanced practicum course. 3.0 credits. Summer Term. Prerequisite(s): APH 5620 Basic Hypnosis and APH 5625 Intermediate Hypnosis 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. Course Length: 15 weeks.
3 credit(s)

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. 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5101 Intermediate Biofeedback and Psychophysiological Recording 3 credit(s)

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 quantitative electroencephalogram (QEEG) and heart rate variability HRV) in relation to entrainment, (6) physiology of audiovisual entrainment (AVE), (7) standard studies on AVE, (8) cognitive studies on AVE, (9) cranial electrical stimulation (CES), (10)) transcranial direct-current stimulation (tDCS), (11) HRV - breath-work exercise, (12) programming with the DAVID session editor, (13) use of "alpha stim"-like devices to alter states of consciousness, and (14) neuromodulation including repetitive transcranial magnetic stimulation (rTMS). 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology and APH 5101 Intermediate Biofeedback and Psychophysiological Recording. 3 credit(s)

Total Requirements with Specialization Option: 55 credits

Contemplative End of Life Care (CEOL) Specialization - 12 credits

The Contemplative End of Life Care curriculum 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.

The 12-credit specialization is interdisciplinary and designed to appeal to MS MBM students interested in providing palliative and end-of-life care and services from a contemplative approach. The curriculum applies to individuals working in clinical care, coaching, administration, consulting, teaching, and research settings. Students who complete the required coursework in this CEOL specialization receive a certificate of completion.

Note: This certificate of completion 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.

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. Offered: Summer (12 weeks)
Prerequisite(s): None 3 credit(s)

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. Offered: Fall, 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Spring. 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Summer 12 weeks. 3 credit(s)

Total Requirements with Specialization Option: 55 credits

Integrative Wellness Coaching (IWC) Specialization - 12 credits

The Integrative Wellness Coaching (IWC) Certificate program is available to all students interested in Integrative Wellness Coaching who do not currently hold an ICF or NBHWC credential. Students who have completed part of the program before 2025 must retake the 2025 IWC Certificate program in its entirety to align with updated ICF and NBHWC accreditation standards. The IWC Certificate program is unavailable to Teaching Fellows, adjunct faculty, or core faculty, and auditing the program courses is not permitted.

By completing the required coursework in this specialization, students also complete the Certificate in Integrative Wellness Coaching. This certificate program is accredited by the International Coaching Federation (ICF) as a Level 1 program with 125 contact hours and is a National Board of Health and Wellness Coaching (NBHWC) Approved Training Program with 88 instructional hours. Graduates of the certificate are eligible to apply for additional credentialing through these organizations.

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 Course Length: 15 weeks. VLE 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 Course Length: 8 weeks. No VLE

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 Course Length: 15 weeks. No ULE

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 - (even years only) Course Length: 15 Weeks No ULE required

*Courses with an asterisk include a 1 or 2-day virtual or community learning experience (VLE or CLE).

Total Requirements with Specialization Option: 55 credits

Integrative and Functional Nutrition (IFN) Specialization - 12 credits

Overview

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 12-credit program, including one required course, IFN 5670 Foundations of Integrative and Functional Nutrition, and four additional academic courses of the student's choice. Please check the course catalog to determine if prerequisites are required.

Additionally, MBM students who complete this 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 and work with the specialization coordinator.

- IFN 5670 Foundations of Integrative and Functional Nutrition 3 credits
- Select three 3-credit IFN courses, except IFN 5703 or IFN 5704, for a total of 55 credits. Pre-requisites must be met to register for certain courses.

Total Requirements with Specialization Option: 55 credits

Mindful Leadership Specialization - 12 credits

The 12-credit specialization is intended for practitioners, wellness professionals, and educators who want to master the emerging scholarship in mindful approaches to leadership, organizational development, and healthcare. The core curriculum of three courses is designed to provide mastery of the mindfulness literature, associated leadership theories, and experiential components to develop practice skills. Students will also select a fourth course from alternatives in mindful consulting, applications of creativity, and methods of conflict resolution.

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.

Offered: SP. Course Length: 15 Weeks.

3 credit(s)

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.
Offered: FA Course Length: 15 Weeks. ULE Required. 3 credit(s)

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 be encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life. Offered: FA. Course Length: 15 Weeks. ULE Required. 3 credit(s)

MBM 5569 - Mindful Consulting

The professional consultant working in the health care system exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in inspiring a process of positive change. This course takes a humanistic approach to consulting practices by facilitating a process of positive inquiry, discovery, and learning during which the client decides future directions and actions for the organization.
This course incorporates mindfulness as an approach to delivering and practicing consulting, specifically through concepts such as positive inquiry, mutual respect, and joint responsibility for outcomes. It also provides a chance to explore and experience business-oriented skill development, including writing styles, creating and delivering customized proposals, and making effective presentations applicable to healthcare.

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 a teacher, HR manager, counselor, coach, or leader.

Offered: SU, even years. 12 Weeks.

3 credit(s)

Total Requirements with Specialization Option: 55 credits

M.S. Psychophysiology

Overview of Program

The degree program in Psychophysiology, within the Department of Mind-Body Medicine 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.

Applied Psychophysiologists 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.

Program Learning Outcomes

1. Explain the influence of biological and/or 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 of applied psychophysiology to oneself and others.
3. Evaluate and interpret psychophysiological recording methodology and set, monitor, recognize and consistently perform correct recordings using psychophysiological equipment.
4. Articulate, design, and apply core self-regulation skills to address patient and self-care approaches to stress management and optimal performance.
5. Assess and synthesize evidence, theories, and established practices in applied psychophysiology.
6. Critically evaluate research methods and apply published research in the field.
7. Compose original, grammatically correct, coherent, concise, and well-articulated written work in APA style.

Career Opportunities

This M.S. degree prepares students to continue on to a doctoral degree, or to seek a career in healthcare, education, military or business settings.

Students who are interested in earning a master's degree while fulfilling the requirements associated with a PhD in Applied Psychophysiology may enroll in the Post Bachelor's PhD in Applied Psychophysiology program. The application requirements are the same for MS degree applicants.

Program Requirements

Admissions Requirements

- Applicants must complete an online application form and provide the following items:
- Documentation of a bachelor's degree from an accredited college or university.
- Official transcript(s) of all earned accredited degrees.
- Personal statement.
- Resume/CV.
- Faculty interview
- The minimum expected grade point average (GPA) requirement is 3.0 from the last degree-granting institution, though exceptions may be made.

University Learning Experience

Virtual Learning Experience (VLE) - Required; Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE,

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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Credits/Hours

This M.S. degree requires 34 credit hours for completion.

Mode of Delivery

Courses are presented as a combination of reading assignments, videos, live videoconferences, asynchronous class discussions and written assignments. Each class format may vary based on content and instructor preference and students are encouraged to review the course syllabus and Canvas course shell prior to the start of each term to assess the requirements of each course.

Length of Program

The M.S. Psychophysiology program is a 34-credit, 2-year program. The actual length of the program will vary depending on student workload selections.

Required Courses - 28 credits

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 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. Student's register for this course in their first term but attend throughout their Saybrook career. Course meets one evening each month during each term. 1 credit(s)

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. 3 credits. Offered SP -- Term B. Course length: 8 weeks. Pre-requisites: Undergraduate courses in psychology and biology (or APH5001, APH5002). Prerequisite(s): Pre-requisites: Undergraduate courses in psychology and biology (or APH 5001, APH 5002). 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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

3 credit(s)

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 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. Offered: FA, SP and SU. Course Length: 15 Weeks (SU 12 weeks) Prerequisite(s): None 3 credit(s)

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 credits. 3 credit(s)

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 and create a Poster on a relevant topic within their field of study, as well as discuss how they will utilize the principles and practices they have learned in their current and future careers. 3 credit(s) 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. Prerequisite(s): RES 1500 - Research Literacy for Practitioners or RES 2100 - Research Foundations and Literacy or MBM 1009 - Information Competency & Research Skills , 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program who have completed RES 2100 should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in the next Ph.D. research course as an equivalent.

Offered F, SP: 15 weeks

Prerequisite(s): 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). 3 credit(s)

Or

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. Offered F, SP: 15-week term 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)

Elective Courses - 6 credits

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 Applied Psychophysiology, and fulfills the course prerequisite for various advanced IFN and APH courses.

Prerequisite(s): None 3 credit(s)
Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer.

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. All IFN degree-seeking students must satisfy this course within the first two semesters of enrollment.

3 credit(s)
Offered: FA, SP, and SU Course Length: 15 Weeks (SU 12 weeks)

M.S. Sport Performance Psychology

Overview of Program

The Department of Mind-Body Medicine at Saybrook University houses an M.S. Degree in Sport Performance Psychology. This degree program is designed to educate and train students to function as capable and ethical performance enhancement specialists. This two-year degree is intended to meet the needs of students seeking employment in a variety of settings, including private practice, athletic departments, coaching, exercise/ health, and education, as well as those who will ultimately pursue a doctorate degree. The goals of the program include developing student competencies and knowledge in the following areas: theoretical foundations, helping relationships, individual and group skills, normal and abnormal behavior, sport sciences, research and evaluation, diversity, and professional identity.

Program Learning Outcomes

1. Applied Practice. Graduates will demonstrate the capacity to devise and implement psychological principles and intervention techniques to enhance sport performance. They will show competence in creating tailored interventions and training programs for individual athletes, teams, and sports-related organizations.
2. Research Skills. Graduates will exhibit the ability to conduct independent and advanced-level research in sport performance psychology. They will demonstrate competencies in formulating research questions, creating research designs, and analyzing and synthesizing data effectively.
3. Ethical Standards. Graduates will manifest the understanding and commitment to uphold ethical guidelines of sport and performance psychology. They will be competent in identifying and resolving ethical dilemmas, demonstrating a high level of integrity and professional conduct.
4. Communication and Consultation. Graduates will show strong communication and consultation skills. They will be effective in conveying complex psychological principles to diverse audiences, fostering effective collaboration with other professionals, and formulating comprehensive support plans for athletes.
5. Theoretical Knowledge. Graduates will be able to critically analyze, interpret, and apply core theories, concepts, and principles of sport performance psychology. They will be able to correlate these theories with real-life instances and apply them in varying contexts.

Career Opportunities

Graduates from the M.S. in Sport Performance Psychology may be able to garner jobs as coaches, consultants, trainers, and educators in sport and the performing arts. The knowledge and skills in this degree program are also in demand in many military settings.

These students will also be able to enter doctoral programs in psychophysiology, neuroscience and other research-oriented areas as well as work as researchers in both the private and academic sectors.

Program Requirements

Admissions Requirements

Applicants must complete an online application form and provide the following items:

- Documentation of a bachelor's degree from an accredited college or university.
- Official transcript(s) of all earned accredited degrees.
- Personal statement.
- Resume/CV.
- Faculty interview
- The minimum expected grade point average (GPA) requirement is 3.0 from the last degree-granting institution, though exceptions may be made.

University Learning Experience

Virtual Learning Experience (VLE) - Optional, Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

No face-to-face residential learning experiences are required for this degree. However, students are invited to attend any of Saybrook's face-to-face residential learning experiences or virtual learning experiences where they will meet other Saybrook students, faculty and staff. The sport performance psychology program faculty will offer programming and participate in these learning experiences.

Credits/Hours

This is a 40-hour MS degree including 37 core credits and 3 elective credit hours.

Mode of Delivery

Courses are presented as a combination of reading assignments, videos, live videoconferences, asynchronous class discussions and written assignments. Each class format may vary based on content and instructor preference and students are encouraged to review the course syllabus and Canvas course shell prior to the start of each term to assess the requirements of each course.

Length of Program

This program is designed to be completed in 6 semesters, including summer semesters for a total program length of 2 years. This may vary based on individual program modifications.

Required Courses

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 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. Student's register for this course in their first term but attend throughout their Saybrook career. Course meets one evening each month during each term. 1 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. Prerequisite(s): RES 1500 - Research Literacy for Practitioners or RES 2100 - Research Foundations and Literacy or MBM 1009 - Information Competency & Research Skills , 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program who have completed RES 2100 should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in the next Ph.D. research course as an equivalent.

Offered F, SP: 15 weeks

Prerequisite(s): 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). 3 credit(s)

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 credits. 3 credit(s)

SW 1040 - Diversity and Multicultural Awareness

Multiculturalism is a broad term, and studying it effectively requires approaching the topic in multiple ways. As humans, we have many differences but many overriding similarities as well. In this course we recognize what makes us unique as well as what makes us similar. Differences we discuss include race, ethnicity, gender, sexual orientation, age, disabilities, and religious affiliation from both a personal and a research standpoint, and how they affect things such as conflict resolution and communication, and how each group experiences society as a whole in the workplace and personal life. Being an effective and culturally sensitive social worker includes more than just recognizing similarities

and differences between cultures. Identifying and responding to beliefs and practices of diverse cultures includes respecting the influences and impact of these beliefs and practices. 3 credit(s)

APH 6493 - Psychological Aspects of Athletic Injury

This course provides students with a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation. The course will outline the importance of a holistic, person-centered, interprofessional approach to sport injury management and care. This includes theoretical and empirical understanding of sport injury risk factors, as well as rehabilitation, and return-to-sport/transitioning out of sport process. 3 credit(s)

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.
Course Length: 15 weeks. 3 credit(s)

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

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 6005 - Psychopathology in the Sports Environment

This course is an introduction to theoretical, clinical, and empirical knowledge of psychopathology and the classification of mental disorders. The focus is on acquiring a conceptual foundation for understanding and classifying abnormal behavior in relation to sport and human performance. The rationale and procedure of the DSM-5 are addressed. A methodology for collecting, organizing and understanding clinical data by way of careful interview is presented with a careful examination of both normal and abnormal behaviors/affective states that impact sport and human performance. 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)

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. Course Length: 15 weeks.
3 credit(s)

APH 6104 - Counseling Skills and Athletic Counseling

This course provides a broad understanding of the philosophic bases of helping processes: counseling theories and their application, basic and advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change. The course also offers modules on intake and progress note writing as well as an understanding of the DSM-5 and treatment plan. 3 credit(s)

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 and create a Poster on a relevant topic within their field of study, as well as discuss how they will utilize the principles and practices they have learned in their current and future careers. 3 credit(s) 3 credit(s)

Elective Courses

Choose one of the following:

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate

biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

APH 5625 - Intermediate 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. 3.0 credits. Prerequisite(s): APH 5620 Basic Hypnosis 3 credit(s)

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. Offered: SU Course Length: 12 weeks 3 credit(s)

Doctor of Philosophy

Ph.D. Applied Psychophysiology

Overview of Program

Applied Psychophysiology (APH) 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 illness-related symptoms and optimize their behavior in the sports, educational, and business environments.

Applied Psychophysiologists 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 to manage stress responses include biofeedback, relaxation training, hypnosis, and neurofeedback.

Students who are interested in earning a master's degree while fulfilling the requirements associated with a PhD in Applied Psychophysiology may enroll in the Post-Bachelor's PhD in Applied Psychophysiology program. The application requirements are the same for MS degree applicants. After the 34 to 37 credits are completed, students will earn a MS degree while continuing on with the doctoral sequence.

Program Requirements

Admissions Requirements

Applicants must complete an online application form and provide the following items:

- Official transcript(s) of all earned accredited degrees
    - Post-Bachelor's program version**:** minimum 3.0 GPA from a regionally accredited undergraduate degree program
    - Post-Master's program version**:** minimum 3.0 GPA from a regionally accredited master's degree program
- Personal statement
- Resume/CV
- Faculty interview may be required

By approval, Saybrook may accept up to nine graduate transfer credits from other regionally accredited colleges and universities prior to entrance. Transfer credits must be from courses substantially similar to those offered by the program and are applied to reduce the required number of elective or required courses for degree completion. Alternatively, 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 is 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 M.S. Mind-Body Medicine, or the M.S. 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 Ph.D. program. The exact amount depends on which master's degree the student has completed. These students must fulfill the doctoral degree requirements not completed at the master's level, including the remaining required courses and the dissertation.

University Learning Experience

Virtual Learning Experience (VLE) - Required Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details

Credits/Hours

Post-Bachelor's Program Version

- M.S. degree requires 34 to 37 credit hours for completion.
- The remaining PhD degree requires 42 credits for completion

PhD in Applied Psychophysiology (76 credits)

Mode of Delivery

Courses are presented as a combination of reading assignments, videos, live videoconferences, asynchronous class discussions and written assignments. Each class format may vary based on content and instructor preference and students are encouraged to review the course syllabus and Canvas course shell prior to the start of each term to assess the requirements of each course.

Length of Program

The PhD Psychophysiology program may take 5 to 7 years to complete.

Program Learning Outcomes

1. Explain the influence of biological and/or 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 of applied psychophysiology to oneself and others.
3. Evaluate and interpret psychophysiological recording methodology and set, monitor, recognize and consistently perform correct recordings using psychophysiological equipment.
4. Articulate, design, and apply core self-regulation skills to address patient and self-care approaches to stress management and optimal performance.
5. Assess and synthesize evidence, theories, and established practices in applied psychophysiology.
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.

Career Opportunities

Graduates apply the psychophysiological concepts, skills, and assessments in the field of behavioral medicine and mental health. Professionals target physiological systems through behavioral interventions in sports, education, business, the military, clinical, and research environments.

Post- Bachelor's Program Version

MS Degree Requirements

Core (22 Credits)

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 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. Student's register for this course in their first term but attend throughout their Saybrook career. Course meets one evening each month during each term. 1 credit(s)

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. 3 credits. Offered SP -- Term B. Course length: 8 weeks. Pre-requisites: Undergraduate courses in psychology and biology (or APH5001, APH5002). Prerequisite(s): Pre-requisites: Undergraduate courses in psychology and biology (or APH 5001, APH 5002). 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 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. Offered: FA, SP and SU. Course Length: 15 Weeks (SU 12 weeks) Prerequisite(s): None 3 credit(s)

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 credits. 3 credit(s)

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 and create a Poster on a relevant topic within their field of study, as well as discuss how they will utilize the principles and practices they have learned in their current and future careers. 3 credit(s) 3 credit(s)

Research (6 credits)

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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. Offered F, SP: 15-week term 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)

APH Elective and General Electives (6 to 9 credits)

Choice of APH elective 3 credits

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 Applied Psychophysiology, and fulfills the course prerequisite for various advanced IFN and APH courses.
Prerequisite(s): None 3 credit(s)
Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer.

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. All IFN degree-seeking students must satisfy this course within the first two semesters of enrollment.

3 credit(s)
Offered: FA, SP, and SU Course Length: 15 Weeks (SU 12 weeks)

IFN 5704 and MBM 5507 required unless approved to substitute with an elective or waived

PhD Degree Remaining Requirements (42 credits)

Core (9 credits)

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. Offered: SU Course Length: 12 weeks 3 credit(s)

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. 3 credits. One day virtual or in-person lab required depending on schedule. Course Length: 15 weeks Prerequisite(s): APH 5051, APH 5101 and APH 5271 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology 3 credit(s)

Research (15 credits)

APH 5126 - Psychophysiological Research

This specialized research course is intended to provide the depth and specificity in psychophysiological research that psychophysiology majors need to be proficient in understanding the psychophysiological literature and to design, perform, and analyze their own research studies. It extends the material presented on quantitative research covered in RES2500. It is not intended to repeat the material presented in RES2500. This course covers the basic steps and timeline of a project, steps in formulating and maturing a question, research ethics, the protocol approval process, and methods for determining a project's feasibility and relevance. The logic and progression of study designs used to evaluate the efficacy of behavioral medicine studies are detailed and exemplified. Topics include single-subject and single-group designs - cohorts, multiple-group designs, strengths and weaknesses of longitudinal and cross-sectional studies, and 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. Prerequisite(s): RES 2100 Research Foundations and Literacy and RES 2500 Quantitative Data Collection and Statistics 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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 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.

Offered: F, SP, 15-week-term; SU, 12-week term. 3 credit(s)

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 credit(s)

RES7000 A, B, C, D - Dissertation Proposal Continuation 0 credits

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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
 3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

RES7100 A, B, C, D - Dissertation Proposal Continuation 0 credits
All 9000 DIssertation Finalization 0 credits

APH and General Electives (18 credits)

- Choice of two APH electives 6 credits
- Choice of four general electives 12 credits

Post-Master's Program Version

Core (28 credits)

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 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. Student's register for this course in their first term but attend throughout their Saybrook career. Course meets one evening each month during each term. 1 credit(s)

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. 3 credits. Offered SP -- Term B. Course length: 8 weeks. Pre-requisites: Undergraduate courses in psychology and biology (or APH5001, APH5002). Prerequisite(s): Pre-requisites: Undergraduate courses in psychology and biology (or APH 5001, APH 5002). 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

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. 3 credits. One day virtual or in-person lab required depending on schedule. Course Length: 15 weeks Prerequisite(s): APH 5051, APH 5101 and APH 5271 3 credit(s)

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 credits. 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology 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. Offered: FA, SP and SU. Course Length: 15 Weeks (SU 12 weeks) Prerequisite(s): None 3 credit(s)

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. Offered: SU Course Length: 12 weeks 3 credit(s)

Research (21 credits)

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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. Offered F, SP: 15-week term 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)

APH 5126 - Psychophysiological Research

This specialized research course is intended to provide the depth and specificity in psychophysiological research that psychophysiology majors need to be proficient in understanding the psychophysiological literature and to design, perform, and analyze their own research studies. It extends the material presented on quantitative research covered in RES2500. It is not intended to repeat the material presented in RES2500. This course covers the basic steps and timeline of a project, steps in formulating and maturing a question, research ethics, the protocol approval process, and methods for determining a project's feasibility and relevance. The logic and progression of study designs used to evaluate the efficacy of behavioral medicine studies are detailed and exemplified. Topics include single-subject and single-group designs - cohorts, multiple-group designs, strengths and weaknesses of longitudinal and cross-sectional studies, and 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. Prerequisite(s): RES 2100 Research Foundations and Literacy and RES 2500 Quantitative Data Collection and Statistics 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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 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.

Offered: F, SP, 15-week-term; SU, 12-week term. 3 credit(s)

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 credit(s)

RES7000 A, B, C, D - Dissertation Proposal Continuation 0 credits

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 dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. To receive a passing grade in RES 7001 - Dissertation Proposal I, students must complete a full draft of their proposal, inclusive of Chapters 1 - 3, and show evidence of readiness to successfully complete their dissertation proposal orals in the next course. Students who do not complete this draft will receive a grade of No Pass (NP) and must repeat the course.
Prerequisite(s): All Core and Elective Courses except for PSYXXXA Clinical Internship I and PSY4000 Comprehension Exam.

Offered F, SP, 15-week-term; Su, 12-week term 3 credit(s)

RES7001 A, B, C, D - Dissertation Proposal Continuation 0 credits

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)

APH Elective and General Education Electives (27 credits)

Choice of three APH electives 9 credits
Choice of four general electives 12 credits

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 Applied Psychophysiology, and fulfills the course prerequisite for various advanced IFN and APH courses.
Prerequisite(s): None 3 credit(s)
Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer.

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. All IFN degree-seeking students must satisfy this course within the first two semesters of enrollment.

3 credit(s)
Offered: FA, SP, and SU Course Length: 15 Weeks (SU 12 weeks)

IFN 5704 and MBM 5507 required unless approved to substitute with an elective or waived

Teaching and Advanced Research Specialization (12 credits)

Overview

The 12-credit Specialization in Teaching and Advanced Research (STAR) serves university learners interested in pursuing academic careers. Innovative, learner-centered, skill-based courses in teaching, grant writing, curriculum design, and academic publication prepare learners for professional and scholarly success in their field of interest. Over four core courses, learners develop a scholarly portfolio to promote academic success post-graduation. This academic dossier will include a written teaching philosophy, Curriculum Vitae, exemplar syllabi and course designs, grant proposals, research publications and presentations. Following completion of the core courses, learners then work with faculty research mentors to apply the dossier to professional academic goals: establishing and building professional networks, refining skills, and participating in academic opportunities. STAR learners are invited to present at the STAR Learner Research Symposium, an annual virtual academic conference featuring learner research presentations.

Any Saybrook student can enroll in RES4010, RES5010, RES5020, or RES5030 as elective courses if they meet the prerequisite requirements.

Required Courses

RES 5040 - Research Mentoring and Professional Development

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with professional and research mentorship to advance their career path in the current academic landscape. Faculty mentors guide learners toward reaching their teaching and research goals while building scholarly identity. Learners collaborate with peers to set professional goals, develop research networks, and create an

academic career plan. The final project is an academic portfolio that includes a teaching philosophy, curriculum vitae, grant toolkit, sample course syllabi and lectures, and scholarly presentations and/or publications. Prerequisite(s): Completion of all STAR core curriculum.

3 credit(s)
Offered: SP, 15-week-term; Su, 12 week-term

Choice of 3 of the following that align with academic career path

RES 4010 - Grant Writing

This is a Specialization in Teaching and Advanced Research (STAR) Core Course This course prepares students to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Students learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Students create a professional grant writing toolkit.
Prerequisite(s): Prerequisite(s): RES1500, or RES 2100.

Offered F 15-week term: SU 12-week term. 3 credit(s)

Option: An additional RES3XXX (Advanced Research Methods) can be substituted for Grant Writing per the student's interest.

RES 5010 - Teaching and Instruction in Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course prepares learners to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Learners learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Learners create a professional grant writing toolkit.
Prerequisite(s): RES 2100.

Offered F - 15-week term 3 credit(s)

RES 5020 - Curriculum Development and Instructional Design for Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with the knowledge and skills to evaluate, design, manage, and implement educational curricula in higher education. Learners learn curriculum development and instructional design principles, including theoretical foundations, practical applications, evaluation techniques, and diverse student needs. Learners develop course learning outcomes, curriculum maps, learning activities, and assessment tools. Learners produce a course syllabus and learning activities relative to their field and practice. Prerequisite(s): RES 2100.

Offered SP - 15-week-term 3 credit(s)

RES 5030 - Academic Publication and Presentation

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course equips learners with the knowledge and skills to produce, submit, publish, and present academic research. Learners build their professional identity and scholarly networks by identifying publications and presentation venues that align with their field of study. Learners create and submit proposals following professional ethical standards, including academic integrity and the use of technology. Learners navigate the peer review and submission stages,

developing strategies for integrating feedback. The final product is the submission of a scholarly publication or presentation proposal.

Prerequisite(s): RES 2100.

Offered SP: 15-week-term. 3 credit(s)

Ph.D. Clinical Psychology

Overview of Program

Saybrook University's hybrid online/in-person clinical psychology program in the Department of Humanistic Psychology (HCP) focuses on the knowledge, experience, and practical skills you will need to enter professional practice. The clinical psychology degree program is grounded in existential, humanistic, and transpersonal psychology, seeking to apply such principles in all clinical practice and research areas. More specifically, in keeping with the rich historical legacy of humanistic psychology and psychotherapy kindled by the 1964 Old Saybrook Conference in Connecticut, Saybrook's clinical program studies and explores human experience in deeply subjective, historical, contextual, cross-cultural, and spiritual contexts. The curriculum and specializations are designed to promote health and wholeness as practitioners are positioned to effect positive change and promote social justice through service and leadership in their chosen clinical field. Though the program is not accredited by the American Psychological Association (APA), through a humanistic lens, it is APA-informed, exposing students to and helping them apply evidence-based and evidence-informed knowledge, practices, and education in psychology and human science through a humanistic lens. 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

Program Learning Outcomes

The Clinical Psychology degree program aims to prepare entry-level psychologists who are both scientifically informed and humanistically grounded. By the end of the program, students will be able to demonstrate doctoral-level discipline-specific knowledge, profession-wide and program-specific competencies, in the following ways:

- Evaluate and apply relevant psychological theories, including affective, cognitive, developmental, and social biology bases of behavior to form strength-based holistic conceptualization of persons within context (i.e., individual, collective, community, systems, etc.).
- Develop a therapeutic relationship that facilitates transformative change through evidence-based, practice-based, and community-defined practices, empathy, congruence, humility, and authenticity.
- Critically consume, analyze, contribute to, and disseminate psychological research in an applied, academic, and/or community-informed manner.
- Demonstrate professional values, attitudes, behaviors, interpersonal skills and communication through an evolving self-reflection of their strengths, biases, and areas for growth in humanistic practice and scholarship.

- 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.
- 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.

Specializations

Unique to Saybrook's program, clinical psychology students may choose to complete one of the 15-credit specializations offered in the Clinical Psychology Department at Saybrook University. These courses satisfy the 15-credit elective degree requirements. Students may opt to complete a specialization, as well as other electives. However, they are cautioned to complete core course requirements early to remain competitive during the clinical practicum or clinical internship application processes. Students can start a specialization during the M.A. Clinical Psychology degree, yet the specialization will be satisfied during the doctorate matriculation. See the Ph.D. Clinical Psychology degree for more information.

Specialization options include:

- Advanced Pychological Assessment (AA; open to CP students only)
- Consciousness, Spirituality, and Integrative Health (CSIH)
- Complex Trauma and the Healing Process (CTHP)
- Creativity, Innovation, and Leadership (CIL)
- Existential and Humanistic Psychology (EHP)
- Jungian Studies (JS)
- Applied Psychophysiology (APH)
- Teaching and Advanced Research (STAR)

**There may be other specialization opportunities offered throughout the university.

Career Opportunities

With a degree in Clinical Psychology, students will work more creatively with humanistic theories and practices to enhance their methods. Students learn to mentor and treat clients toward inner healing and capacity building. Our degree program will prepare you to work in a variety of fields, such as (not limited to):

- Private practice therapy
- Hospitals
- Clinics
- Pastoral care
- Developmental psychology
- Social psychology
- Social work
- Spiritual healing and guidance
- Education
- Research
- Counseling
- Shamanism
- Entrepreneurship
- Spiritual healing and guidance
- Life coaching

Program Requirements

Admissions Requirements

Persons applying to the Ph.D. Clinical Psychology program may apply with a completed B.A., B.S., M.A. or M.S. from a regionally accredited college or university. A bachelor's or master's degree in Psychology or a related discipline is recommended; however, non-Psychology majors will be considered for admission.

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 M.A. or M.S. degree in Psychology or a related field, or prior to 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 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 if they intend to take Saybrook elective courses as part of their degree program. 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.

University Learning Experience

Residential Learning Experience (RLE) - Required, Community Learning Experience (CLE) - Required

Residential Learning Experiences in the Context of Clinical Psychology Training

The Residential Learning Experiences (RLEs) are an important component of the clinical psychology doctoral program. RLEs are comprised of a series of structured synchronous events. These include trainings, seminars, and workshops that promote active engagement through group discussions, experiential learning exercises, and professional networking. In addition, there are several online core courses that have an in-person required class session that complements online learning. The Residential Learning Experience (RLE) is a required in-person event that takes place during the first week of each semester and must be completed by all enrolled Clinical Psychology students.

RLEs also provide a platform for students to disseminate their research, deliver structured presentations, and participate in community-wide conversations. RLEs support socialization into the profession by fostering identity formation, facilitating mentorship, offering hands-on experience with diverse clinical approaches, and encouraging the integration of scientific thinking into practice.

Fieldwork

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 Ph.D. 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/

Clinical Practicum

Clinical practicum is the first supervised practical training experience in the sequence of professional training in psychology conducted in settings providing professional psychological services. The practicum promotes the integration of academic knowledge with practical clinical experience, and prepares the student for future training, particularly for the pre-doctoral internship that follows. During practicum, students apply and extend the knowledge, skills, and attitudes learned in the program's didactic and classroom-based experiential components to develop increasingly sophisticated clinical skills and levels of understanding. The practicum assists students in integrating academic knowledge with applied experience in settings providing professional psychological services, contributes to the development of competence in the basic skills of professional psychological practice, and enhances the effective use of training experiences. Saybrook does not have an on-site practicum program. Support for the process of selecting, applying for, and completing the practicum is offered by the Director of Clinical Training (DCT) through the RLE workshops, Graduate Colloquium course, Tevera platform, and individual meetings. The clinical training experience requires a minimum of 900 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 information.

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 (DCT). 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 2000 clinical hours of training over 12-24 months (full or part time, respectively) period. Students are required to register for Internship during each semester they are completing clinical hours.

Program Specific Requirements

Graduate Colloquium and Faculty Advisors

The Graduate Colloquium (GC) is designed as a 'virtual classroom' 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. As a degree requirement, students are expected to participate in a GC shell (PSY 7500A, B, C, and D) throughout matriculation.

The faculty members that monitor the GC shells are the Faculty Advisors (FA), who work closely with the Department Chair, Associate Chair, Academic Advisor and other university representatives in support of student matriculation. Students will consult with their FM in designing/monitoring the program planning guide and course registration. 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 GC shell affords students opportunities to work directly with their Faculty Advisors, and with student Peer Leads, as well as the Director of Clinical Training (DCT).

Academic Progression

Clinical psychology (CP) students are expected to maintain an average of nine credits per semester. Consultation with the Faculty Advisor (FA) 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:

a. Receipt of three grades of "No Credit" or letter grades of "C" or below in a single semester or same course or cumulatively,
b. Failure to meet the minimum cumulative GPA requirement of 3.00 for three consecutive semesters,
c. 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),
d. Persistent (2+ terms) unsatisfactory performance in the clinical practicum and/or internship courses, and/or
e. Significant impairment (cognitive, behavioral, emotional) that adversely impacts training and/or the welfare of clients (e.g., dismissed from training sites).

Credits/Hours

The Ph.D. Clinical Psychology degree program admits students with a B.A. or B.S. degree, which is in alignment with other clinical degree programs, as well as those with a M.A. or M.S. in psychology or a related field.

Total Credits Required

Entering with BA/BS = 103 - 109 credits*
Entering with M.A. transfer credits = 100 - 106

*Students will complete the M.A. Project (3 credits)

Saybrook M.A. Clinical Psychology

Students entering the Ph.D. Clinical Psychology degree with B.A. or B.S. or a master degree in an unrelated psychology field are expected to earn the M.A. in Clinical Psychology degree by completing the courses listed below. The M.A. Clinical Psychology is not a terminal degree; it is a requirement in satisfying the Ph.D. Clinical Psychology for those who enter without an M.A./M.S. 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.

Mode of Delivery

The Ph.D. Clinical Psychology degree program combines online learning with periodic virtual meetings and required in-person residential learning experiences.

Length of Program

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.

A student 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 Advisor 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.

Required Courses

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 - Residential Learning Experience & Skill-Building/Professional Development

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. There is a fee associated with this course. (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-as well as other major theoretical approaches to psychotherapy-- in their proper context. It will also illuminate indigenous origins and sources of some of our most cherished values and concepts on the field. The student will be expected to gain proficiency in the major events and personalities associated with each of the three streams, which include: 1) experimental psychology in the universities (i.e., the history of psychophysics, behaviorism, and cognitive psychology); 2) clinical psychology as both an academic and applied field (i.e., the history of largely depth-psychology, with an emphasis on the histories of Freud, Jung, Adler, and Erikson); and 3) existential-humanistic and transpersonal psychology, exemplified by the life and work of Carl Rogers, Abraham Maslow, and Rollo May. 3 credit(s)

PSY 2025 - Personality Theories & Psychotherapy

This course examines the major therapeutic approaches organized into four primary categories: psychodynamic therapy, behavioral and cognitive-behavioral therapy, existential/humanistic/transpersonal therapy, and family systems therapy. Students will study how each therapeutic category developed historically and explore their distinct perspectives on human nature, mental health, normal psychological development, mental disorders, and treatment methods. The course emphasizes understanding the personality theories that form the foundation of these major psychotherapeutic approaches. 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 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. Clinical examples include depression, schizophrenia, eating disorders, and anxiety. Beginning with the basic structure and function of the nervous system, we move to explore the organic bases of behavior. There is special emphasis on social neuroscience framed within a humanistic lens. 3 credit(s)

PSY 3045A - Clinical Intervention I

This course is the first required course in the clinical interventions sequence for clinical psychology students, and it is launched at a Saybrook Residential Learning Experience (attendance required). The focus of this course is on the development of clinical and therapy skills (particularly humanistic perspectives), 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, 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, 4) diagnostic interviewing, and 5) an introduction to presenting a clinical case. 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 - Consultation & Supervision in Clinical Practice

This course critically examines the methods, ethics, evaluation processes, and diversity issues in clinical supervision and consultation. Special focus is given to establishing meaningful professional relationships. While students will learn about different theoretical orientations that may inform their supervisory and consulting experiences, they will be encouraged to consider their role in these relationships from a humanistic standpoint. Prerequisite: Completion of Clinical Interventions III. This course is open to CP students only. 3 credit(s)
Offered: Spring term.

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 4000 - Comprehensive Exam Preparation

The PSY4000 course is designed to prepare clinical psychology doctoral students for successful completion of the program's comprehensive examination at an upcoming Residential Learning Experience (RLE). Intended for students who have completed all required core coursework, this course provides a structured opportunity to review and integrate foundational knowledge across clinical psychology. Emphasis is placed on the synthesis and application of knowledge across multiple domains of clinical psychology. The course contains specific activities that will prepare students for the comprehensive exam, culminating in a detailed case conceptualization. Students must successfully complete the PSY4000 course to be eligible to sit for the comprehensive exam at the RLE.
Pre-requisite: Satisfactory completion of all core degree requirements and courses except Internship and Dissertation.

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 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, consulting in healthcare teams, and working in healthcare systems. Students will explore the reciprocal relationship between psychological and medical health. This course is cross-listed as CSIH 4050. Prerequisites for CP students only: PSY3015; PSY3025: PSY6020. 3 credits 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 Across the Lifespan

This course provides an in-depth understanding of human development across the lifespan, from conception to death. Key theories, current research, and practical applications are integrated to comprehensively explore developmental psychology. Emphasis is placed on cognitive, emotional, and psychosocial development and the impact of contextual and cultural factors. This course also covers developmental psychopathology and research methods within developmental psychology. Prerequisites: None. 3 credit(s)

PSY 6025A - Communication & Interpersonal Skills in Professional Psychology I

This required clinical psychology degree program course is delivered in-person during the Residential Learning Experience (RLE) and is designed for pre-practicum students to develop the foundational communication and interpersonal skills necessary for effective professional practice in psychology. Students will learn how to establish and maintain productive relationships with peers, faculty, and community members while developing proficiency in clear and concise verbal, nonverbal, and written communication that will benefit their future work with clients and supervisors. Emphasis will be placed on managing difficult conversations, navigating interpersonal conflicts, and fostering professional relationships. By the course's end, students will show the ability to apply these skills in alignment with the interpersonal and communication standards required for entry-level psychology practice. Prerequisites: None 0 credits 0 credit(s)

PSY 6025B - Communications & Interpersonal Skills in Professional Psychology II

This required clinical psychology degree program advanced course is delivered in-person during the Residential Learning Experience (RLE) and is designed for post-practicum students to refine and expand their professional communication and interpersonal skills. Building on foundational skills, students will focus on managing complex client interactions, establishing effective working relationships with colleagues and supervisors, and collaborating effectively with interdisciplinary teams. Additional skills include adapting to the demands of multiple professional roles, navigating difficult feedback, managing power dynamics in professional relationships, and applying cultural competence in communication. By the end of the course, students will demonstrate mastery of interpersonal and communication strategies aligned with professional standards for effective practice in psychology. Prerequisite: PYS6025A and PSY8145C. 0 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 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research

This course introduces 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 course's primary focus will be 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. Prerequisites: None. Note: Only CP students must attend a required in-person learning experience at the Residential Learning Experience (RLE) during the term of course enrollment. 3 credit(s)

PSY 7500A - 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 Advisor, Peer Lead, and Director of Clinical Training (DCT)/Associate Director of Clinical Training (ADCT). 0 credit(s)

PSY 7500B - 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 Advisor, Peer Lead, and Director of Clinical Training (DCT)/Associate Director of Clinical Training (ADCT). 0 credit(s)

PSY 7500C - 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 Advisor, Peer Lead, and Director of Clinical Training (DCT)/Associate Director of Clinical Training (ADCT). 0 credit(s)

PSY 7500D - 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 8130A - Clinical Internship I

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 (DCT). 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 2000 clinical hours of training over 12-24 months (full or part time, respectively). Students are required to register for Internship during each semester they are completing clinical hours.
This course is only open to CP students.

Prerequisites: All Core and Elective courses. 0 credit(s)

PSY 8130B - Clinical Internship II

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 (DCT). 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 2000 clinical hours of training over 12-24 months (full or part time, respectively). Students are required to register for Internship during each semester they are completing clinical hours. This course is only open to CP students.
Prerequisite: PSY 8130A Clinical Internship I 0 credit(s)

PSY 8130C - Clinical Internship III

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 (DCT). 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 2000 clinical hours of training over 12-24 months (full or part time, respectively). Students are required to register for Internship during each semester they are completing clinical hours. This course is only open to CP students.
Prerequisite: PSY 8130B Clinical Internship II 0 credit(s)

PSY 8130D - Clinical Internship IV

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 (DCT). 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 2000 clinical hours of training over 12-24 months (full or part time, respectively). Students are required to register for Internship during each semester they are completing clinical hours. This course is only open to CP students.
Prerequisites: PSY 8130C Clinical Internship III 0 credit(s)

PSY 8150A - Clinical Practicum I

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. Students are expected to complete a minimum of 900 consecutive hours. 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. Support for the process of identifying, applying for, and completing the practicum is offered by the Director of Clinical Training (DCT) through the RLE workshops, Graduate Colloquium course, Tevera platform, and individual meetings. Students are required to review the Clinical Training Handbook. This course is open to CP students only.
Prerequisite(s): PSY 2025 Personality Theories & Psychotherapy, PSY 2050 Psychopathology and Diagnosis, PSY 3045A Clinical Intervention I, PSY 6010 The Psychology of Multiculturalism in North America, PSY 6020 Developmental Psychology Across the Lifespan, PSY 6060 Ethics and Laws in Psychotherapy and Behavioral Science Research, PSY 8230 Cognitive Assessment, PSY 8231 Cognitive Assessment Lab, PSY 8250 Personality Assessment, PSY 8251 Personality Assessment Lab

Authorization from Director of Clinical Training or Associate Director of Clinical Training and required courses posted in the Clinical Training Handbook 0 credit(s)

PSY 8150B - Clinical Practicum II

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. Students are expected to complete a minimum of 900 consecutive hours. 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. Support for the process of identifying, applying for, and completing the practicum is offered by the Director of Clinical Training (DCT) through the RLE workshops, Graduate Colloquium course, Tevera platform, and individual meetings. Students are required to review the Clinical Training Handbook. This course is open to CP students only.
Prerequisite(s): PSY 8150A Clinical Practicum I

Authorization from Director of Clinical Training or Associate Director of Clinical Training and required courses posted in the Clinical Training Handbook. 0 credit(s)

PSY 8150C - Clinical Practicum III

Clinical practicum is the first supervised practical training experience in the 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. Students are expected to complete a minimum of 900 consecutive hours. 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. Support for the process of identifying, applying for, and completing the practicum is offered by the Director of Clinical Training (DCT) through the RLE workshops, Graduate Colloquium course, Tevera platform, and individual meetings. Students are required to review the Clinical Training Handbook. This course is open to CP students only.
Prerequisite(s): PSY 8150B Clinical Practicum II

Authorization from Director of Clinical Training or Associate Director of Clinical Training and required courses posted in the Clinical Training Handbook 0 credit(s)

PSY 8150D - Clinical Practicum IV

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. Students are expected to complete a minimum of 900 consecutive hours. 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. Support for the process of identifying, applying for, and completing the practicum is offered by the Director of Clinical Training (DCT) through the RLE workshops, Graduate Colloquium course, Tevera platform, and individual meetings. Students are required to review the Clinical Training Handbook. This course is open to CP students only.
Prerequisite(s):PSY 8150C Clinical Practicum III

Authorization from Director of Clinical Training or Associate Director of Clinical Training and required courses posted in the Clinical Training Handbook. 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 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, ethic al 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 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. The course has a residential component completed at the RLE - PSY 8251 (required concurrent enrollment).
Prerequisite(s): PSY 6060 Ethics and Laws in Psychotherapy and Behavioral Science, PSY 2050 Psychopathology & Diagnosis, RES2800 Psychometrics, PSY3025 Biological Bases of Behavior, PSY6020 Developmental Psychology across the Lifespan.

3 credit(s) 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)

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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
Offered F, SP: 15-week term 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. Offered F, SP: 15-week term 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 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 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 also learn about reliability and validity of measurement. The course emphasizes 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 F, SP: 15-week term; Summer : 12-week term 3 credit(s)

RES 2800 - Psychometrics

Psychometrics is an applied scientific discipline involved with measuring psychological constructs. This course provides a survey of and introduction to the central concepts, principles, theories, and statistical foundations of psychometrics, with a focus on their applications in clinical and research contexts. Students gain the practical skills necessary to develop, interpret, and evaluate psychological tests based on classical test theory, contemporary theoretical models, and the principles of reliability, validity, and utility. Ethical issues, response bias, and test bias are considered.
Prerequisite(s): RES2500.
Offered F, 15-weeks; Su, 12-weeks. 3 credit(s)

RES 3xxx - Advanced Research Methods

3 credit(s)

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 dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. To receive a passing grade in RES 7001 - Dissertation Proposal I, students must complete a full draft of their proposal, inclusive of Chapters 1 - 3, and show evidence of readiness to successfully complete their dissertation proposal orals in the next course. Students who do not complete this draft will receive a grade of No Pass (NP) and must repeat the course.
Prerequisite(s): All Core and Elective Courses except for PSYXXXA Clinical Internship I and PSY4000 Comprehension Exam.

Offered F, SP, 15-week-term; Su, 12-week term 3 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 dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7101 Dissertation. To receive a passing grade in RES 7002 - Dissertation Proposal II, students

must successfully complete their dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 credit(s)

RES 7101 - Dissertation (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. After receiving IRB approval, data collection and initial analysis take place in this course. To receive a passing grade in RES 7101 - Dissertation, students must obtain IRB approval and complete all data collection and initial analysis. Students who do not meet this milestone will receive a No Pass (NP) grade and must repeat the course.

Offered F, SP, 15-week-term; Su, 12-week term. 3 credit(s) 3 credit(s)

RES 7102 - Dissertation (Clinical Psychology)

Students will enter RES 7102 Dissertation after completing all data collection and initial analysis. In this course, the student will complete their final analysis and will write their remaining dissertation chapters. The course concludes with an oral defense of their dissertation, once the dissertation chair and committee approve the final dissertation document. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before the student can advance to ALL 9000 - Dissertation Finalization. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Defense Milestone in the Mentor system will receive a No Pass (NP) grade and must repeat the course.
Offered F, SP, 15-week-term; Su, 12-week term. 3 credit(s)

Clinical Interventions Sequence

The Clinical Interventions sequence is a progressive training in clinical psychology practice. PSY3045A Clinical Interventions I introduces foundational clinical skills, while PSY3045B Clinical Interventions II deepens competencies through integrative application and theory. Clinical Interventions III offers a menu-based structure allowing students to apply themselves in diverse modalities such as group therapy, family therapy, positive psychology, mindfulness, and existential or transpersonal approaches. This sequence prepares students for internship and supervised practice. Course selections include:

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. 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. 3 credit(s)

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. 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 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)

EHP 2040 - Existential Psychotherapies

The existential psychotherapist works with fundamental existential themes of human existence: death and freedom, constriction and expansion, 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 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. Part III (application) uses the case study method to consider how existential psychotherapy can be applied to a diverse set of problems and clientele. 3 credits 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 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. 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. 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. 3 credit(s)

PSY 3064 - Cognitive and Emotional Aspects of Neurodiversity

This course explores major theories, concepts, and current research regarding aspects of neurodiversity. The content of the course will include synthesis of research regarding cognitive and emotional aspects of neurodiverse individuals and recommended practices for working with this diverse group. Specific attention will be paid to the unique nuances of subgroups of neurodiverse individuals and related consideration for theory and practice. Prerequisite(s): PSY 3045A Clinical Intervention I and PSY 3045B Clinical Intervention II 3 credit(s)

Integrative Humanistic Psychology Theory & Intervention Series

Following the core Clinical Interventions sequence, the Integrative Humanistic Psychology Theory and Intervention (IHP-TI) series allows students to explore diverse theories and interventions in the context of advanced humanistic approaches through a menu of courses. Courses emphasize integrative practice, person-centered theory, and culturally-informed practices, with menu options for child and adolescent therapy, integrative assessment, psychodynamic-humanistic integration, and cognitive-behavioral theory. This series deepens the program's emphasis on existential-humanistic values and therapeutic presence while exposing students to a variety of prominent theories and interventions in the field.

Course selections are:

PSY 3058 - Humanistic Evidence-Based & Integrative Approaches to Child & Adolescent Treatment

This course explores the integration of humanistic principles and evidence-based practices in assessing and treating children and adolescents facing various psychological concerns. Established evidence-based interventions for youth, such as cognitive behavioral therapy (CBT), play therapy, and family systems approaches, and how they can be effectively utilized within a humanistic framework will also be explored. Students will gain practical skills in applying these integrated approaches, including case conceptualization, treatment planning, and tailoring interventions to meet the unique developmental and cultural needs of each child and family. Emphasis will be placed on developing self-reflective skills and the practice of cultural humility. Common challenges in therapy with youth and strategies for enhancing child and family engagement will be addressed. Prerequisite for CP students: Clinical Interventions III. 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 limitations of 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 Integrative HP Theory & Interventions requirement for CP students. Prerequisite for CP students: Clinical Interventions III. 3 credit(s)
Offered: Fall Semester

Elective Courses

The total number of degree requirements for the Clinical Psychology degree program includes 15 credits of electives (5 courses). These can be satisfied by any of the following options:

- Up to 15 transfer credits (see the Transfer Credit Policy).
- Satisfaction of a specialization (see Specialization Opportunities)
- Selection of electives offered within the degree program (see below)

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. Cross-listed as EHTP 3220, TSC 3220. 3 credit(s)

PSY 6570 - Race, Class, and Gender Within a Humanistic Discourse

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 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. 3 credit(s)

PSY 3535 - Death, Loss, and Meaning in Existential Psychology

This course is designed to introduce students to how existential philosophers and psychologists approach and work with the themes of death, loss, and meaning. Death and loss are considered in both their literal and symbolic forms, which encompasses losses associated with many different life transitions. Themes such as transience, impermanence, detachment, and meaning-making will be explored in depth in a professional, clinical, and personal manner. The students will be introduced to the work of philosophers, sociologists, doctors, psychologists, and creative writers as they confront how finitude is an inescapable aspect of our existence. Students will be encouraged to integrate academic theory with personal reflection and application. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3.0 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. 3 credit(s)

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)

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 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. Cross-listed as EHP 2047 - Existential Psychotherapies III: James Bugental and the Existential-Humanistic Tradition. 3 credit(s)

Note: Students are not required to declare a specialization. They may opt to take a few courses across specializations to satisfy electives.

Advanced Psychological Assessment Specialization (15 credits)

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 4th 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
    - PSY8250/8251Personality 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

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 1. 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 II 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)

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

Core CSIH Specialization Courses:

HP-CSIH 3200 - ProSeminar 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)

HP-CSIH 5000 - Interdisciplinary Foundations for Vibrant Longevity

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 EHP/CIL/PSY. 3 credit(s)

OR

HP-CSIH 5200 - Vibrant Longevity and Exceptional Human Experiences

This course positions vibrant longevity and Exceptional Human Experiences as two closely linked, intersubjective phenomena of deeply humanistic and thoroughly transpersonal relevance. Within the humanistic-and-transpersonal context/intention of tending to our individual and collective vibrant longevity, in this course we (1) examine profound Exceptional Human Experiences, abilities, and potentials; (2) distill their nature and essence; (3) discern their transformative biopsychosocial-spiritual and cultural aspects; and (4) illuminate and contemplate their life-affirming, longevity-promoting features. More specifically, our mindful scholar-practitioner investigations highlight vibrant longevity in dialogue with the following overarching classes of Exceptional Human Experiences: Encounter, Psychical, Mystical, Peak, Desolation/Nadir, Dissociative, Death-Related, Exceptional Human Performance/Feats, and Healing experiences. Prerequisite(s): None 3 credit(s)

CSIH Specialization Electives (any course with CSIH prefix): 9 Credits

Complex Trauma and the Healing Process Specialization (15 credits)

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 disciple. 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

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 8172 - Trauma: Mind, Body, and Spiritual Dynamics

The focus upon the mind-body connection in the understanding and achievement of well-being is an approach spanning thousands of years in contemplative practices and ancient traditions. In this course, students evaluate and engage in an exploration of the theory and effects of trauma within the mind and body. Spiritual dynamics involved in traumatic stress, as well as implications for psychospiritual growth, when affected by traumatic stress are explored. This course is required for the Complex Trauma & the Healing Process Certificate. 3 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/attractionality, 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)

Select two (2) from the following

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)

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)

- Other options in consultation with the Specialization Coordinator

Creativity, Innovation, and Leadership (CIL) Specialization (15 credits)

Core CIL Specialization Courses:

HP-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)

HP-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 Specialization Electives (any course with CIL prefix): 9 Credit(s)

Existential and Humanistic Psychology Specialization (15 credits)

The EHP Specialization carries and embodies the legacy of the Old Saybrook Conference, attended by luminaries such as Carl Rogers, Charlotte Buhler, James Bugental, and Rollo May, which took place in 1964 in Old Saybrook, Connecticut, inspiring the founding and identity of what is now Saybrook University. This specialization honors the spirit of that conference by training psychologists, clinicians, researchers, scholars, teachers, healers, and social change advocates who are deeply grounded in an expansive vision of the whole human being searching for meaning and freedom and facing life directly in the context of global social justice.

Learning Outcomes

1. Critical Thinking: Graduates will demonstrate advanced critical thinking skills, utilizing a humanistic lens to analyze complex psychological phenomena and apply theoretical frameworks to real-world contexts.
2. Cultural Competence: Graduates will possess cultural competence, display an understanding and appreciation of diverse cultures, experiences, and worldviews, and integrate this awareness into their professional practice.
3. Ethical Awareness: Graduates will exhibit a strong ethical awareness, adhering to ethical guidelines in their research, teaching, and practice, and demonstrating a commitment to the well-being and autonomy of individuals and communities.
4. Research Proficiency: Graduates will develop proficiency in conducting rigorous research informed by humanistic, existential, transpersonal, and phenomenological perspectives, employing qualitative and quantitative methodologies to advance the field of humanistic psychology.
5. Social Justice Advocacy: Graduates will engage in social justice advocacy, actively promoting equity, inclusivity, and social change by addressing systemic disparities, advocating for marginalized populations, and contributing to the creation of a just and sustainable society.
6. Applied Skills: Graduates will possess practical skills and interventions grounded in humanistic psychology, enabling them to facilitate personal growth, foster resilience, and promote well-being in various settings, including research, educational, community, and organizational contexts.

Core EHP Specialization Courses:

- One of the following courses:

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)

and

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 Specialization Electives (any course with EHP prefix): 9 credit(s)

Jungian Studies Specialization (15 credits)

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 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

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 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 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 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)

> *For Clinical Psychology students, this course also satisfies Clinical Intervention III/IV if taken after completing Clinical Interventions I and II.

Applied Psychophysiology Specialization (12 credits)

Overview

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 support people as they manage symptoms associated with health-related issues or enhance their academic, artistic, and sports performance. Students in the applied psychophysiology specialization will take courses in basic psychophysiology, neurophysiology, and choose from a variety of interventions such as biofeedback, hypnosis, neurofeedback, stress management, and optimal performance.

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. 3 credits. Offered SP -- Term B. Course length: 8 weeks. Pre-requisites: Undergraduate courses in psychology and biology (or APH5001, APH5002). Prerequisite(s): Pre-requisites: Undergraduate courses in psychology and biology (or APH 5001, APH 5002). 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

OR

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

Choose two - 6 credits

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing

stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

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. 3 credits. One day virtual or in-person lab required depending on schedule. Course Length: 15 weeks Prerequisite(s): APH 5051, APH 5101 and APH 5271 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5101 Intermediate Biofeedback and Psychophysiological Recording 3 credit(s)

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 quantitative electroencephalogram (QEEG) and heart rate variability HRV) in relation to entrainment, (6) physiology of audiovisual entrainment (AVE), (7) standard studies on AVE, (8) cognitive studies on AVE, (9) cranial electrical stimulation (CES), (10)) transcranial direct-current stimulation (tDCS), (11) HRV - breath-work exercise, (12) programming with the DAVID session editor, (13) use of

"alpha stim"-like devices to alter states of consciousness, and (14) neuromodulation including repetitive transcranial magnetic stimulation (rTMS). 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology and APH 5101 Intermediate Biofeedback and Psychophysiological Recording. 3 credit(s)

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 credits. 3 credit(s)

APH 5625 - Intermediate 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. 3.0 credits. Prerequisite(s): APH 5620 Basic Hypnosis 3 credit(s)

APH 5594 - Advanced Hypnosis

This course provides 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 acapstone essay, integrating their learning in the imagery and hypnosis course sequence, along with their learning in the advanced practicum course. 3.0 credits. Summer Term. Prerequisite(s): APH 5620 Basic Hypnosis and APH 5625 Intermediate Hypnosis 3 credit(s)

APH 5595 - Advanced Biofeedback

This course includes online contact with faculty and follow students, directed readings and research in specialty areas, as well as applied practice of biofeedback and/or neurofeedback with regular group-based supervision. 3 Credits. Offered every term depending on enrollment numbers. 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. Course Length: 15 weeks.
3 credit(s)

Teaching and Advanced Research Specialization (12 credits)

Overview

The 12-credit Specialization in Teaching and Advanced Research (STAR) serves university learners interested in pursuing academic careers. Innovative, learner-centered, skill-based courses in teaching, grant writing, curriculum design, and academic publication prepare learners for professional and scholarly success in their field of interest. Over four core courses, learners develop a scholarly portfolio to promote academic success post-graduation. This academic dossier will include a written teaching philosophy, Curriculum Vitae, exemplar syllabi and course designs, grant proposals, research publications and presentations. Following completion of the core courses, learners then work with faculty research mentors to apply the dossier to professional academic goals: establishing and building professional networks, refining skills, and participating in academic opportunities. STAR learners are invited to present at the STAR Learner Research Symposium, an annual virtual academic conference featuring learner research presentations.

Any Saybrook student can enroll in RES4010, RES5010, RES5020, or RES5030 as elective courses if they meet the prerequisite requirements.

RES 5040 - Research Mentoring and Professional Development

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with professional and research mentorship to advance their career path in the current academic landscape. Faculty mentors guide learners toward reaching their teaching and research goals while building scholarly identity. Learners collaborate with peers to set professional goals, develop research networks, and create an academic career plan. The final project is an academic portfolio that includes a teaching philosophy, curriculum vitae, grant toolkit, sample course syllabi and lectures, and scholarly presentations and/or publications. Prerequisite(s): Completion of all STAR core curriculum.

3 credit(s)
Offered: SP, 15-week-term; Su, 12 week-term

RES 4010 - Grant Writing

This is a Specialization in Teaching and Advanced Research (STAR) Core Course This course prepares students to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Students learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Students create a professional grant writing toolkit.
Prerequisite(s): Prerequisite(s): RES1500, or RES 2100.

Offered F 15-week term: SU 12-week term. 3 credit(s)

RES 5010 - Teaching and Instruction in Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course prepares learners to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Learners learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a

budget, and managing the evaluation and revision process. Learners create a professional grant writing toolkit. Prerequisite(s): RES 2100.

Offered F - 15-week term 3 credit(s)

RES 5020 - Curriculum Development and Instructional Design for Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with the knowledge and skills to evaluate, design, manage, and implement educational curricula in higher education. Learners learn curriculum development and instructional design principles, including theoretical foundations, practical applications, evaluation techniques, and diverse student needs. Learners develop course learning outcomes, curriculum maps, learning activities, and assessment tools. Learners produce a course syllabus and learning activities relative to their field and practice. Prerequisite(s): RES 2100.

Offered SP - 15-week-term 3 credit(s)

RES 5030 - Academic Publication and Presentation

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course equips learners with the knowledge and skills to produce, submit, publish, and present academic research. Learners build their professional identity and scholarly networks by identifying publications and presentation venues that align with their field of study. Learners create and submit proposals following professional ethical standards, including academic integrity and the use of technology. Learners navigate the peer review and submission stages, developing strategies for integrating feedback. The final product is the submission of a scholarly publication or presentation proposal.

Prerequisite(s): RES 2100.

Offered SP: 15-week-term. 3 credit(s)

Ph.D. Counselor Education and Supervision

Overview of Program

Saybrook University's Ph.D. 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 department is actively seeking reaccreditation.

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 Ph.D. 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.

Program Learning Outcomes

The Counseling Department has identified five program learning outcomes connected to the 5 core CACREP areas for Counselor Education and Supervision. Upon completion of the PhD program, students will demonstrate the associated learning outcomes.

1. Demonstrate an advanced level of counseling skills, including an effective therapeutic alliance and the integration of a counseling theory (or theories) into a counseling practice.
2. Examine and demonstrate an advanced understanding of advocacy and leadership within and on behalf of communities. This includes demonstrating an understanding of diverse experiences and how privilege, marginalization, and aspects of power impact community experiences.
3. Demonstrate an advanced ability to apply, critique, and synthesize theory into models of teaching and learning.
4. Demonstrate an advanced ability to apply, critique, and synthesize theory into models of supervision. .
5. Utilize professional literature, research design and methodology, and best practices to generate original research to support counselor development and preparation

Career Opportunities

Upon completion of the Ph.D. 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.

Program Requirements

Admissions Requirements

Applicants for the Ph.D. 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.
- Interview Process:
    - The department faculty will review all application materials, and, if selected, applicants will be invited to interview with the faculty. The interview will include a group experience, which allows applicants to meet others that are applying, and will offer an opportunity to engage in a small group discussions - similar to what might occur in one of our synchronous course meetings. In addition to the group interview, all candidates will have an individual interview with one or two faculty. Both parts of the interview occur on the same day, and the interview dates are pre-set ahead of the application cycle. The admissions department can share more about the dates and times for this process

University Learning Experience

Residential Learning Experience (RLE) - Required, Community Learning Experience (CLE) - Required (substitutes for RLE in odd fall semesters) Virtual Learning Experience (VLE) - Required when not attending the RLE or CLE

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

Residential Learning Experience: All PhD. Counselor Education & Supervision students participate in a minimum of 3 four-day long required Residential Learning Experiences (RLEs) during their program. RLEs will be offered in both fall and spring, and students will attend based on specific milestones of their program. These milestones are as follows: The first semester of their program, the semester prior to starting Practicum, and the final semester of their program. Activities during the required RLEs 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 3 RLEs 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. When not attending the RLE,during the first week of the fall or spring semester, students are required to attend the Virtual Learning Experience. VLEs 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. During the VLE, there are workshops, independent learning activities, peer learning opportunities, community events, and other hands-on experiences intended to nurture professional development, skill building, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Program Specific Requirements

Transfer Credits

Generally, students may transfer in up to 9 core course credits from another Ph.D. 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".

Credits/Hours

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 4-day Residential Learning Experiences (RLEs). Travel to and successful completion of 4 RLE's is required to fulfill degree requirements. Ph.D. students will have a combination of coursework, and teaching experiences at each RLE. After the RLE students join their student cohort online to learn together and receive instruction from faculty in a predominately asynchronous environment. A portion of the 60 (post-master's degree) credit program includes three semesters of advanced practice opportunities- inclusive of clinical, teaching, supervision, research, and leadership activities; Counseling Internship as well as 9 credits of Dissertation. Graduates of the Ph.D. 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 Ph.D.-level counselor education graduates. The common core areas are:

- Counseling
- Supervision
- Teaching
- Research and Scholarship
- Leadership and Advocacy

Mode of Delivery

Online Coursework

Online courses are a combination of learning goals, objectives, strategies, and delivery formats, including assigned readings, papers, and projects. Students can expect to have a blend of asynchronous and synchronous course meetings throughout their program. The schedule of required course meetings is shared 3-weeks before the start of each semester.

Field Experience

Internship: During the CES program, students will have three semesters of internship. The CES Internship courses can be completed online, in-person, or a combination of both. See program handbook for more information.

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.

Length of Program

The Ph.D. Counselor Education and Supervision program is 60 credits (post-M.A. degree) and is designed to be completed in 4 years, or 10-12 semesters (Fall, Spring, Summer), inclusive of dissertation, depending on student research topic, methodology, and individual pacing.

Required Courses

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 7011 - Advanced Supervision Principles & Process

Principles and supervised practice of advanced skills in supervision and consultation for counselor educators, including consistent implementation of supervision theory and philosophy and demonstration of knowledge and skills in supervising master's level and post-graduate counselors. Prerequisite(s): CES 7010 Supervision and Consultation 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 7026 - Advanced Teaching Principles & Process

Principles and supervised practice of advanced skills in teaching and instruction for counselor educators, including consistent implementation of teaching philosophy and demonstration of knowledge and skills in designing, delivering, and evaluating teaching and learning outcomes. Prerequisite(s): CES 7025 Instructional Theory and Practice 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)

RESXXXX - Advanced Qualitative Elective

Choose one of the following 4 courses:

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.
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.

Offered F, SP: 15-week term. 3 credit(s) 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 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.

Offered F: 15-week term 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.

Offered F - 15-week term 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. Offered F - 15-week term. 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 7074 - Counseling Internship

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 - Advanced Internship I

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. 3 credit(s)

CES 7080 - Advanced Internship 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. 3 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)

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)

9 total credits

Dissertation continuation available to students for dissertation work beyond 9 credits

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)

CES CRED01 - Conference Credit

0 credit(s)

CES CRED02 - Conference Credit

0 credit(s)

CES CRED03 - Conference Credit

0 credit(s)

CES CRED04 - Conference Credit

0 credit(s)

CES CONCRED courses are zero credits and used to track RLE attendance. There is a fee associated with these courses.
**Please note - courses in the PhD Counselor Education and Supervision program are closed to students outside of the program. This includes non-matriculating students, and students enrolled at Saybrook in other degree programs
**All PhD CES students are required to review the program handbook and adhere to program policies specified there.

Ph.D. Integrative and Functional Nutrition

Overview of Program

Saybrook's Ph.D. in Integrative and Functional Nutrition is a fully online* minimum 61-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 Ph.D. 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

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.

Specializations

- Culinary Nutrition
- Integrative Wellness Coaching
- Mind-Body Medicine
- Teaching and Advanced Research (STAR)

Career Opportunities

Those earning the Ph.D. 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 Ph.D. 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

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

If you are interested in seeking the RD credential upon completion of the Ph.D. 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)

Program Requirements

Admissions Requirements

The following is a list of required and preferred criteria for acceptance into the Ph.D. 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 the 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 M.S. 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

Applicants for the doctoral degree in Integrative and Functional Nutrition must submit:

- Official transcripts from all undergraduate and graduate universities;
- A 250-500-words personal statement explaining their professional interest in pursuing the Ph.D. in Integrative and Functional Nutrition;
- A current resume or CV;
- 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 Ph.D. 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.

University Learning Experience

Virtual Learning Experience (VLE) - Required, Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and

transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. Home - Program VLE Requirements - Libraries at TCS Education System

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Program Specific 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.

Saybrook may accept up to nine graduate-level transfer credits into the Ph.D. 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 Ph.D. 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.

Credits/Hours

Students in this minimum 71-credit program take a core set of advanced nutritional science courses to establish a strong foundation on which to build.

Mode of Delivery

Utilizing Canvas as the Learning Management System (LMS), IFN courses are delivered in a mostly asynchronous manner with weekly or biweekly due dates for assignments. IFN courses are supplemented with live Zoom videoconferences. Most IFN courses require attendance at 2-3 live video conferences.

Length of Program

Students in this minimum 71-credit program take a core set of advanced nutritional science courses to establish a strong foundation on which to build. A full-time student will typically complete the program in 4-5 years.

Required Courses

Basic Science (if 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 Applied Psychophysiology, and fulfills the course prerequisite for various advanced IFN and APH courses.

Prerequisite(s): None 3 credit(s)

Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer.

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: 15-weeks A/B every fall and spring and 8-weeks A term every summer.

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.

Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer. Prerequisite(s): None 3 credit(s)

Core Courses required of all PhD in IFN students (26 credits)

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) 1 credit(s)

Offered: FA-Term A/B and SP-Term A/B Course Length: 15 weeks

*Must be taken within the first two semesters.

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 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

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

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: Summer A, Fall A/B Course Length: 15 weeks

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

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

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

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. Offered: FA, SP and SU. Course Length: 15 Weeks (SU 12 weeks) Prerequisite(s): None 3 credit(s)

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. All IFN degree-seeking students must satisfy this course within the first two semesters of enrollment.

3 credit(s)
Offered: FA, SP, and SU Course Length: 15 Weeks (SU 12 weeks)

*Must be taken within the first two semesters.

Research Courses required of all PhD in IFN students (24 credits)

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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
Offered F, SP: 15-week term 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. Offered F, SP: 15-week term 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 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 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 also learn about reliability and validity of measurement. The course emphasizes 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 F, SP: 15-week term; Summer : 12-week term 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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 3 credit(s)

RES 3xxx - Advanced Research Methods

3 credit(s)

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

PhD IFN Total Degree Requirements - 71 Credits

Total Credits with Basic Sciences - 71

Total Degree Requirements with Specialization Option - 83 credits

IFN Electives: Students select 3 courses (9 credits) from the following list:

IFN 5515 - Lifestyle Medicine for Nutrition Professionals

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, of even years Course Length: 15 weeks

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, of odd years Course Length: 15 weeks

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. 3 credit(s)
Offered: SU-Term A Course Length: 8 weeks

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.

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

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. Offered: FA-Term A/B Course Length: 15 weeks Prerequisite(s): IFN 5520 (or proof of previous nutrition coursework), IFN 5704 (or proof of previous Anatomy/Physiology coursework) 3 credit(s)

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

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

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

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

IFN 5525 - Introduction to Culinary Nutrition

This course provides a comprehensive overview of the principles of culinary nutrition, emphasizing the relationship between diet, health, and disease prevention. Students will explore the basics of nutrition science, macronutrients, micronutrients, and the role of whole foods in maintaining health and wellness. This course will emphasize practical applications of culinary skills, integrating the science of nutrition with the art of cooking, to support health and wellness. 3 credit(s)

IFN 5526 - Cultural Competency in Culinary Nutrition

This course focuses on the importance of cultural competency in culinary nutrition, emphasizing the diverse dietary practices and food traditions around the world. Students will explore how cultural beliefs and practices influence dietary choices and nutritional health. The course includes lectures, cultural food studies, and practical culinary labs to develop culturally sensitive dietary recommendations and meal plans. Prerequisite(s): None. 3 credit(s) Offered: Spring A/B 3 credit(s)

IFN 5527 - Whole Foods Cooking Lab (Remote)

This remote course combines theoretical knowledge with practical cooking skills, focusing on the preparation of whole foods to promote health and prevent disease. Students will participate in live cooking demonstrations, virtual kitchen labs, and interactive discussions. The course emphasizes the selection, preparation, and culinary techniques of whole foods, with a focus on plant-based nutrition. Prerequisite(s): None. 3 credit(s). Offered: Summer. No RC required. Length: 12 weeks 3 credit(s)

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 A/B Course Length: 15 weeks

- Any new course with IFN Prefix (EXCEPT IFN 5703, IFN 5704, IFN 5520):
- Any additional research course

Open Elective(s) required of all PhD in IFN students (3 credits)

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.

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.

- Saybrook University partners with the Integrative and Functional Nutrition Academy (IFNA) to support continued graduate education in integrative and functional nutrition. IFNA is a leading online training and

mentoring program that prepares clinicians in evidence-based, root-cause, whole-systems approaches to care. Eligible IFNA students who complete designated training qualify for three transfer credits in the PhD IFN Program.

Integrative Wellness Coaching (IWC) Specialization - 12 credits

The Integrative Wellness Coaching (IWC) Certificate program is available to all students interested in Integrative Wellness Coaching who do not currently hold an ICF or NBHWC credential. Students who have completed part of the program before 2025 must retake the 2025 IWC Certificate program in its entirety to align with updated ICF and NBHWC accreditation standards. The IWC Certificate program is unavailable to Teaching Fellows, adjunct faculty, or core faculty, and auditing the program courses is not permitted.

Required:

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 Course Length: 15 weeks. VLE 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 Course Length: 8 weeks. No VLE

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 Course Length: 15 weeks. No ULE

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 - (even years only) Course Length: 15 Weeks No ULE required

Total Degree Requirements with Specialization Option - 83 credits

Mind-Body Medicine Specialization - 12 credits minimum

Required:

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. Offered: FA, SP, and SU. Course Length: 15 weeks (SU 12 weeks) 3 credit(s)

Choose 3 from the list below - 9 credits

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. Offered: FA. Course Length: 15 Weeks. ULE Required.

Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: Fall, 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Spring. 15 weeks. Prerequisite(s): None 3 credit(s)

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.

Offered: SP. Course Length: 15 Weeks.

3 credit(s)

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.
Offered: FA Course Length: 15 Weeks. ULE Required. 3 credit(s)

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 be encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life.
Offered: FA. Course Length: 15 Weeks. ULE Required. 3 credit(s)

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 learning experience, as well as exploring and writing about their experience practicing one approach. Offered: Offered SP. Course Length: 15 weeks. ULE required. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

MBM 5569 - Mindful Consulting

The professional consultant working in the health care system exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in inspiring a process of positive change. This course takes a humanistic approach to consulting practices by facilitating a process of positive inquiry, discovery, and learning during which the client decides future directions and actions for the organization.
This course incorporates mindfulness as an approach to delivering and practicing consulting, specifically through concepts such as positive inquiry, mutual respect, and joint responsibility for outcomes. It also provides a chance to explore and experience business-oriented skill development, including writing styles, creating and delivering customized proposals, and making effective presentations applicable to healthcare.

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 a teacher, HR manager, counselor, coach, or leader.

Offered: SU, even years. 12 Weeks.

3 credit(s)

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. Offered: SU Course Length: 12 weeks 3 credit(s)

*Courses marked with an asterisk * include a virtual or community learning experience (VLE or CLE). Refer to the course descriptions for details.

Total Degree Requirements with Specialization Option - 83 credits

Culinary Nutrition Specialization - 12 credits

Overview

The Culinary Nutrition Specialization prepares students to translate evidence-based nutrition science into practical, food-centered strategies that promote health, prevent disease, and support the management of chronic conditions. Through an interdisciplinary curriculum integrating nutritional science, culinary skills, behavior change, and lifestyle medicine, students develop the knowledge and competencies needed to transform nutrition recommendations into realistic, culturally responsive, and sustainable dietary practices. Emphasizing food as medicine, the specialization equips graduates to apply culinary nutrition principles across clinical, community, educational, and wellness settings, enhancing their ability to improve individual and population health through evidence-informed nutrition interventions.

Required:

IFN 5525 - Introduction to Culinary Nutrition

This course provides a comprehensive overview of the principles of culinary nutrition, emphasizing the relationship between diet, health, and disease prevention. Students will explore the basics of nutrition science, macronutrients, micronutrients, and the role of whole foods in maintaining health and wellness. This course will emphasize practical applications of culinary skills, integrating the science of nutrition with the art of cooking, to support health and wellness. 3 credit(s)

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. 3

credit(s)
Offered: SU-Term A Course Length: 8 weeks

IFN 5526 - Cultural Competency in Culinary Nutrition

This course focuses on the importance of cultural competency in culinary nutrition, emphasizing the diverse dietary practices and food traditions around the world. Students will explore how cultural beliefs and practices influence dietary choices and nutritional health. The course includes lectures, cultural food studies, and practical culinary labs to develop culturally sensitive dietary recommendations and meal plans. Prerequisite(s): None. 3 credit(s) Offered: Spring A/B 3 credit(s)

IFN 5527 - Whole Foods Cooking Lab (Remote)

This remote course combines theoretical knowledge with practical cooking skills, focusing on the preparation of whole foods to promote health and prevent disease. Students will participate in live cooking demonstrations, virtual kitchen labs, and interactive discussions. The course emphasizes the selection, preparation, and culinary techniques of whole foods, with a focus on plant-based nutrition. Prerequisite(s): None. 3 credit(s). Offered: Summer. No RC required. Length: 12 weeks 3 credit(s)

Total Degree Requirements with Specialization Option - 83 credits

Teaching and Advanced Research Specialization (STAR) -12 credits

Overview

The 12-credit Specialization in Teaching and Advanced Research (STAR) serves university learners interested in pursuing academic careers. Innovative, learner-centered, skill-based courses in teaching, grant writing, curriculum design, and academic publication prepare learners for professional and scholarly success in their field of interest. Over four core courses, learners develop a scholarly portfolio to promote academic success post-graduation. This academic dossier will include a written teaching philosophy, Curriculum Vitae, exemplar syllabi and course designs, grant proposals, research publications and presentations. Following completion of the core courses, learners then work with faculty research mentors to apply the dossier to professional academic goals: establishing and building professional networks, refining skills, and participating in academic opportunities. STAR learners are invited to present at the STAR Learner Research Symposium, an annual virtual academic conference featuring learner research presentations.

Students can enroll in RES4010, RES5010, RES5020, or RES5030 as electives if they meet prerequisites

RES 5040 - Research Mentoring and Professional Development

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with professional and research mentorship to advance their career path in the current academic landscape. Faculty mentors guide learners toward reaching their teaching and research goals while building scholarly identity. Learners collaborate with peers to set professional goals, develop research networks, and create an academic career plan. The final project is an academic portfolio that includes a teaching philosophy, curriculum vitae, grant toolkit, sample course syllabi and lectures, and scholarly presentations and/or publications. Prerequisite(s): Completion of all STAR core curriculum.

3 credit(s)
Offered: SP, 15-week-term; Su, 12 week-term

Choice of 3 of the following that align with academic career path:

RES 4010 - Grant Writing

This is a Specialization in Teaching and Advanced Research (STAR) Core Course This course prepares students to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Students learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Students create a professional grant writing toolkit.
Prerequisite(s): Prerequisite(s): RES1500, or RES 2100.

Offered F 15-week term: SU 12-week term. 3 credit(s)

Option: An additional RES 3xxx (Advance Research Methods) can be substituted for Grant Writing

RES 5010 - Teaching and Instruction in Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course prepares learners to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Learners learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Learners create a professional grant writing toolkit.
Prerequisite(s): RES 2100.

Offered F - 15-week term 3 credit(s)

RES 5020 - Curriculum Development and Instructional Design for Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with the knowledge and skills to evaluate, design, manage, and implement educational curricula in higher education. Learners learn curriculum development and instructional design principles, including theoretical foundations, practical applications, evaluation techniques, and diverse student needs. Learners develop course learning outcomes, curriculum maps, learning activities, and assessment tools. Learners produce a course syllabus and learning activities relative to their field and practice. Prerequisite(s): RES 2100.

Offered SP - 15-week-term 3 credit(s)

RES 5030 - Academic Publication and Presentation

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course equips learners with the knowledge and skills to produce, submit, publish, and present academic research. Learners build their professional identity and scholarly networks by identifying publications and presentation venues that align with their field of study. Learners create and submit proposals following professional ethical standards, including academic integrity and the use of technology. Learners navigate the peer review and submission stages, developing strategies for integrating feedback. The final product is the submission of a scholarly publication or presentation proposal.

Prerequisite(s): RES 2100.

Offered SP: 15-week-term. 3 credit(s)

Total Degree Requirements with Specialization Option - 83 credits

Ph.D. Integrative Social Work

Overview of Program

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 Ph.D. 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.

Program Learning Outcomes

Students completing the Ph.D. 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 21st 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.

Specializations

- Integrative Community Studies Specialization
- Interdisciplinary Specialization

Career Opportunities

Upon completion of the Ph.D. 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

Program Requirements

Admissions Requirements

Students entering the Ph.D. Integrative Social Work program 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
- 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

University Learning Experience

Virtual Learning Experience (VLE) - Required, Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Credits/Hours

Students must successfully complete at least 60 credits to qualify for the Ph.D. Integrative Social Work degree.

Hours Required per Credit Hour

A credit hour for an online course represents 15 hours of instructional activity (e.g., engagement with web-based instructional materials) based upon a 50-minute hour ("clock hour") toward achieving specified student learning outcomes, therefore 720 clock hours of instruction are required for the degree. For online courses, the 15 hours of instructional activity may include but are not limited to synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. A credit hour also assumes an additional 30 hours of homework, studying, and/or research.

Mode of Delivery

The Ph.D. Integrative Social Work program uses an Online Learning Model. Depending on the types of elective courses selected, some may require in-person sessions during a residential learning experience.

Length of Program

The degree completion time for a full-time student enrolled in the 60-credit Ph.D. Integrative Social Work program following the default course sequence will range from 3.5 - 4 years. Any breaks in enrollment and/or reduced enrollment may impact completion time.

Required Courses

Core Courses (18 credits)

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 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 1040 - Diversity and Multicultural Awareness

Multiculturalism is a broad term, and studying it effectively requires approaching the topic in multiple ways. As humans, we have many differences but many overriding similarities as well. In this course we recognize what makes us unique as well as what makes us similar. Differences we discuss include race, ethnicity, gender, sexual orientation, age, disabilities, and religious affiliation from both a personal and a research standpoint, and how they affect things such as conflict resolution and communication, and how each group experiences society as a whole in the workplace and personal life. Being an effective and culturally sensitive social worker includes more than just recognizing similarities and differences between cultures. Identifying and responding to beliefs and practices of diverse cultures includes respecting the influences and impact of these beliefs and practices. 3 credit(s)

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.

Offered: SP. Course Length: 15 Weeks.

3 credit(s)

Or

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.
Offered: FA Course Length: 15 Weeks. ULE Required. 3 credit(s)

Note: MBM 5523 requires a 2-day VLE or CLE component. Review the course schedule.

Research Course Sequence (21 credits)

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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
Offered F, SP: 15-week term 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. Offered F, SP: 15-week term 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 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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 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

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

Elective Courses - 6 or 9 credits

Any 3 doctoral-level courses (9 credits total) offered within the program, College, or University.

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. All IFN degree-seeking students must satisfy this course within the first two semesters of enrollment.

3 credit(s)
Offered: FA, SP, and SU Course Length: 15 Weeks (SU 12 weeks)

Elective Choice - 3 credits
Elective Choice - 3 credits

Total Degree Requirements with Specialization Option: 60 credits

Integrative Community Studies Specialization - 12 credits

Students in the integrative community studies specialization will take four classes for their specialization:

Required:

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 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)

Total Degree Requirements with Specialization Option: 60 credits

Interdisciplinary Specialization - 12 credits

Choose four elective courses from the following:

Choose 4 from the list below - 12 credits

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)

Total Degree Requirements with Specialization Option: 60 credits

Teaching and Advanced Research Specialization (STAR) - 12 credits

Overview

The 12-credit Specialization in Teaching and Advanced Research (STAR) serves university learners interested in pursuing academic careers. Innovative, learner-centered, skill-based courses in teaching, grant writing, curriculum design, and academic publication prepare learners for professional and scholarly success in their field of interest. Over four core courses, learners develop a scholarly portfolio to promote academic success post-graduation. This academic dossier will include a written teaching philosophy, Curriculum Vitae, exemplar syllabi and course designs, grant proposals, research publications and presentations. Following completion of the core courses, learners then work with faculty research mentors to apply the dossier to professional academic goals: establishing and building professional networks, refining skills, and participating in academic opportunities. STAR learners are invited to present at the STAR Learner Research Symposium, an annual virtual academic conference featuring learner research presentations.

Any Saybrook student can enroll in RES4010, RES5010, RES5020, or RES5030 as elective courses if they meet the prerequisite requirements.

Reqired:

RES 5040 - Research Mentoring and Professional Development

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with professional and research mentorship to advance their career path in the current academic landscape. Faculty mentors guide learners toward reaching their teaching and research goals while building scholarly identity. Learners collaborate with peers to set professional goals, develop research networks, and create an academic career plan. The final project is an academic portfolio that includes a teaching philosophy, curriculum vitae, grant toolkit, sample course syllabi and lectures, and scholarly presentations and/or publications. Prerequisite(s): Completion of all STAR core curriculum.

3 credit(s)
Offered: SP, 15-week-term; Su, 12 week-term

Choice of 3 of the following that align with academic career path:

RES 4010 - Grant Writing

This is a Specialization in Teaching and Advanced Research (STAR) Core Course This course prepares students to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Students learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Students create a professional grant writing toolkit.
Prerequisite(s): Prerequisite(s): RES1500, or RES 2100.

Offered F 15-week term: SU 12-week term. 3 credit(s)

Option: An additional RES 3xxx (Advanced Research Methods) can be substituted for Grant Writing

RES 5010 - Teaching and Instruction in Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course prepares learners to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Learners learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a

budget, and managing the evaluation and revision process. Learners create a professional grant writing toolkit. Prerequisite(s): RES 2100.

Offered F - 15-week term 3 credit(s)

RES 5020 - Curriculum Development and Instructional Design for Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with the knowledge and skills to evaluate, design, manage, and implement educational curricula in higher education. Learners learn curriculum development and instructional design principles, including theoretical foundations, practical applications, evaluation techniques, and diverse student needs. Learners develop course learning outcomes, curriculum maps, learning activities, and assessment tools. Learners produce a course syllabus and learning activities relative to their field and practice. Prerequisite(s): RES 2100.

Offered SP - 15-week-term 3 credit(s)

RES 5030 - Academic Publication and Presentation

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course equips learners with the knowledge and skills to produce, submit, publish, and present academic research. Learners build their professional identity and scholarly networks by identifying publications and presentation venues that align with their field of study. Learners create and submit proposals following professional ethical standards, including academic integrity and the use of technology. Learners navigate the peer review and submission stages, developing strategies for integrating feedback. The final product is the submission of a scholarly publication or presentation proposal.

Prerequisite(s): RES 2100.

Offered SP: 15-week-term. 3 credit(s)

Total Degree Requirements with Specialization Option: 60 credits

Ph.D. Managing Organizational Systems

Overview of Program

Ph.D. Managing Organizational Systems (MOS) program 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 Ph.D. 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 21st Century milieu and to operate in a sustainable and socially responsive manner. It aids professionals to develop innovative, successful systems that respond to the emerging global needs for sustainability while creating the conditions for all within an organization to contribute to their full potential.

The program offers flexibility to chart a course of study that fits students' general or specific areas of interest within the broad focus of organizational systems design and transformation, innovative leadership, collaborative management, distributive organizational behavior, and sustainability and social innovation.

Program Learning Outcomes

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.

Career Opportunities

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.

Application-focused. Professionals develop more sophisticated systems analysis and solution-building by applying their high-level theoretical knowledge to work needed in the trenches of current issues and chosen professions.

Crossing disciplinary boundaries. The program evolves a culture of recognizing the value of gaining knowledge and practice from multiple disciplines to inform context-specific systems interventions and to be able to communicate across professions.

Change, adaptive innovation, and transformation. Through immersion in systems thinking and analysis, professionals recognize why 21st Century economic, environmental, and social challenges demand innovative leadership to transform people and organizations with adaptive capacities to thrive while changing the way they engage such challenges.

The human-information-technology interface. Professionals learn to use the systems-advantage in assessing and designing information-flows and technical resources to support the efficiency and effectiveness of stakeholders at all levels of organizations and partnerships from local to global.

Collaboration and communication. Professionals apply skills in systems thinking and analysis to drive the design and implementation of collaborative systems for diverse individuals, teams, and organizations to communicate multiple perspectives and approaches to solutions, and to coordinate their routine work and innovative initiatives.

Program Requirements

Admissions Requirements

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.

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.

University Learning Experience

Virtual Learning Experience (VLE) - Optional, Community Learning Experience (CLE) - Optional

Credits/Hours

Mode of Delivery

Online and Asynchronous.

Length of Program

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.

Required Courses

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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)

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
Offered F, SP: 15-week term 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 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)

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. Offered F, SP: 15-week term 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 3xxx - Advanced Research Methods

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 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 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 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 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)

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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 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 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)

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.

Offered: F, SP, 15-week-term; SU, 12-week term. 3 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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

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.

To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 credit(s)

Elective Courses

(choose two of the following)

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 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)

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)

Ph.D. Mind-Body Medicine

Overview of Program

Students enrolled in the Ph.D. Mind-Body Medicine (MBM) program integrate mind-body medicine's philosophy, science, and techniques 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. 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, contemplative end-of-life care, biofeedback, neurofeedback,

and hypnosis.

The Ph.D. 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.

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.

Specializations

- Applied Psychophysiology
- Contemplative End of Life Care
- Culinary Nutrition
- Integrative and Functional Nutrition
- Integrative Mental Health
- Integrative Wellness Coaching
- Mindful Leadership
- Teaching and Advanced Research (STAR)

Career Opportunities

Students who are already credentialed as healthcare practitioners enhance their practice with integrative medicine knowledge.

Graduates are prepared to 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 Requirements

Admissions Requirements

Applicants for the Ph.D. Mind-Body Medicine degree 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;
- An interview with a faculty member may be required
- The Department chair may require a writing sample if applicants submit a personal statement that contains any grammatical mistakes, spelling errors, or poorly organized text.

New Ph.D. MBM students must provide official transcripts showing completion of an undergraduate or graduate-level science course in the past 10 years, with a minimum of a B in anatomy and/or physiology. Students lacking this introductory science prerequisite course will add IFN 5704 Anatomy and Physiology as an elective within their first year. Alternatively, students may complete the basic anatomy and physiology course from an accredited community college.

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 Ph.D. specialization the student selects. These students must fulfill the doctoral degree requirements for a minimum total of 76 credits.

Contract the department chair to inquire about the details of transfer credits.

University Learning Experience

Virtual Learning Experience (VLE) - Required, Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Program Specific Requirements

All new students participate in Saybrook University's "Getting Started" and the Mind-Body-Medicine Department's virtual orientation sessions at the beginning of the fall, spring, and summer semesters. During the orientation, students are introduced to administrative staff, faculty, university-wide policies, technology, student services, library databases, best practices, advising, and more.

The requirements for the Ph.D. MBM degree include 76 credits within specific categories of coursework: core (13 credits), research (24 credits), mind-body science (6 credits), practice (9 credits), electives (9 or 12 credits), and specialization (12 credits). Students who prefer not to add a specialization will complete 12 credits of additional electives from any category or degree program. Pre-requisites such as anatomy and physiology 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 from 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.

Credits/Hours

Students should expect to spend approximately 40 hours per every 1 credit hour, or 120 hours of schoolwork for each 3-credit course, engaged in schoolwork (e.g., reading, watching videos, completing assignments, and more). Therefore, students should anticipate spending approximately 8 hours per week on schoolwork for each 15-week course. The actual time needed will vary by course, by week, and by student.

Mode of Delivery

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 faculty and peers. The classes incorporate a variety of instructional and assessment methods including asynchronous discussion forums, live videoconferences, interactive web-based activities, and written assignments. In addition, the MBM department utilizes virtual and residential learning experiences for real-time training, to support online classes. These virtual and residential learning conferences are usually held at the start of the spring and fall semesters.

MBM students are required to enroll in three semesters each year: fall, spring, and summer. Fall and spring semesters are 15 weeks; summer courses are 8 or 12 weeks long.

Length of Program

The average time to complete the 76 to 79-credit degree requirements with or without a specialization is 5 to 6 years (plus another 1 to 3 years to complete the dissertation research).

Required Courses

Core - 13 credits

MBM 0506 - 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 degrees' programs and is optional for the PhD in Integrative Social Work.. 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. Offered: FA and SP. VLE or CLE requirement. 1 credit(s) 1 credit(s)
RC required

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. Offered: FA, SP, and SU. Course Length: 15 weeks (SU 12 weeks) 3 credit(s)

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. Offered: FA, SP Course Length: 15 Weeks. 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. Offered: FA, SP and SU. Course Length: 15 Weeks (SU 12 weeks) Prerequisite(s): None 3 credit(s)

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.
Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer. Prerequisite(s): None 3 credit(s)

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. Offered: FA, SP, SU. Course Length: 15 weeks (SU 12 weeks). Prerequisite(s): MBM 0506 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)

> * Courses with an asterisk * include a virtual or community learning experience (VLE or CLE). Refer to the course description for details.

Research - 24 credits

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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
Offered F, SP: 15-week term 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. Offered F, SP: 15-week term 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 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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 3 credit(s)

RES 3xxx - Advanced Research Methods

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.

Offered: F, SP, 15-week-term; SU, 12-week term. 3 credit(s)

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

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)

Mind-Body Science - 6 credits

Required:

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. Offered: SU Course Length: 12 weeks 3 credit(s)

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. Offered: FA. Course Length: 15 Weeks.

Prerequisite(s): None 3 credit(s)

Practice - 9 credits

Choose three:

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

APH 5595 - Advanced Biofeedback

This course includes online contact with faculty and follow students, directed readings and research in specialty areas, as well as applied practice of biofeedback and/or neurofeedback with regular group-based supervision. 3 Credits. Offered every term depending on enrollment numbers. 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5101 Intermediate Biofeedback and Psychophysiological Recording 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

APH 5625 - Intermediate 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. 3.0 credits. Prerequisite(s): APH 5620 Basic Hypnosis 3 credit(s)

APH 5594 - Advanced Hypnosis

This course provides 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 acapstone essay, integrating their learning in the imagery and hypnosis course sequence, along with their learning in the advanced practicum course. 3.0 credits. Summer Term. Prerequisite(s): APH 5620 Basic Hypnosis and APH 5625 Intermediate Hypnosis 3 credit(s)

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 Course Length: 15 weeks. VLE Required.

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 - (even years only) Course Length: 15 Weeks No ULE

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. Offered: FA. Course Length: 15 Weeks. ULE Required.

Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: Fall, 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Spring. 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: FA, even years Course Length: 15 weeks 3 credit(s)

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. Offered: Summer 12 weeks. 3 credit(s)

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.

Offered: SP. Course Length: 15 Weeks.

3 credit(s)

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.
Offered: FA Course Length: 15 Weeks. ULE Required. 3 credit(s)

MBM 5569 - Mindful Consulting

The professional consultant working in the health care system exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in inspiring a process of positive change. This course takes a humanistic approach to consulting practices by facilitating a process of positive inquiry, discovery, and learning during which the client decides future directions and actions for the organization.
This course incorporates mindfulness as an approach to delivering and practicing consulting, specifically through concepts such as positive inquiry, mutual respect, and joint responsibility for outcomes. It also provides a chance to explore and experience business-oriented skill development, including writing styles, creating and delivering customized proposals, and making effective presentations applicable to healthcare.

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 a teacher, HR manager, counselor, coach, or leader.

Offered: SU, even years. 12 Weeks.

3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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 be encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life. Offered: FA. Course Length: 15 Weeks. ULE Required. 3 credit(s)

HP-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)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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 learning experience, as well as exploring and writing about their experience practicing one approach. Offered: Offered SP. Course Length: 15 weeks. ULE required. 3 credit(s)

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. Offered: FA. Course Length: 15 weeks. ULE required. Prerequisite(s): Must be a licensed mental health care practitioner to enroll. 3 credit(s)

MBM 5701 - Facilitating Mind-Body-Spirit Integration Programs

Mind-Body-Spirit Integration (MBSI) programs are designed to promote balance and integration of the mind, body, and spirit. The specific content and focus of MBSI programs can vary, but they generally involve a combination of different techniques and practices designed to promote mind-body-spirit integration. This may include movement, meditation, mindfulness practices, imagery, expressive activities, breathing exercises, group sharing, and other practices provided in a group setting.

This course covers the essential elements of leading MBSI groups, such as how to design a curriculum and structure sessions, communication and facilitation skills, ethical considerations, and cultural misappropriation concerns. Students will maintain a practice of their choice, lead practices in group sessions, and design their own MBSI curriculum. There will be ongoing discussions of the group process and challenges of group facilitation.
Offered: TBD. Course Length: 15 Weeks. Prerequisite(s): MBM 0506 Mind-Body-Spirit Integration Seminar, MBM 5710 Mind-Body Therapies and Practices and at least one MBM practice course (refer to MBM certificate courses). 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)

Courses with an asterisk * indicate a 1 or 2-day virtual or community learning experience (VLE or CLE). Refer to the course description for details

Electives - 9 or 12 credits

Elective requirements may be satisfied by any Saybrook program (except for counseling courses) or by an approved academic partner agreement. Refer to any prerequisite or virtual, community or residential learning experience requirements before registering. A listing of acceptable CIMHS courses is available in the university catalog and online Master Index.

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. All IFN degree-seeking students must satisfy this course within the first two semesters of enrollment.

3 credit(s)
Offered: FA, SP, and SU Course Length: 15 Weeks (SU 12 weeks)

- Elective Choice - 3 credits
- Elective Choice - 3 credits
- Elective Choice - 3 credits

Generalist (no Specialization) - 12 credits

- Elective Choice - 3 credits
- Elective Choice - 3 credits
- Elective Choice - 3 credits

Total Degree Requirements - 76-79 credits

Applied Psychophysiology (APH) Specialization Option - 12 credits

Overview:

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 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.

Required:

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. 3 credits. Offered SP -- Term B. Course length: 8 weeks. Pre-requisites: Undergraduate courses in psychology and biology (or APH5001, APH5002). Prerequisite(s): Pre-requisites: Undergraduate courses in psychology and biology (or APH 5001, APH 5002). 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

OR

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

Choose two - 6 credits

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other

psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

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. 3 credits. One day virtual or in-person lab required depending on schedule. Course Length: 15 weeks Prerequisite(s): APH 5051, APH 5101 and APH 5271 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5101 Intermediate Biofeedback and Psychophysiological Recording 3 credit(s)

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 quantitative electroencephalogram (QEEG) and heart rate variability HRV) in relation to entrainment, (6) physiology of audiovisual entrainment (AVE), (7) standard studies on AVE, (8) cognitive studies on AVE, (9) cranial electrical stimulation (CES), (10)) transcranial direct-current stimulation (tDCS), (11) HRV - breath-work exercise, (12) programming with the DAVID session editor, (13) use of "alpha stim"-like devices to alter states of consciousness, and (14) neuromodulation including repetitive transcranial

magnetic stimulation (rTMS). 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology and APH 5101 Intermediate Biofeedback and Psychophysiological Recording. 3 credit(s)

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 credits. 3 credit(s)

APH 5625 - Intermediate 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. 3.0 credits. Prerequisite(s): APH 5620 Basic Hypnosis 3 credit(s)

APH 5594 - Advanced Hypnosis

This course provides 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 acapstone essay, integrating their learning in the imagery and hypnosis course sequence, along with their learning in the advanced practicum course. 3.0 credits. Summer Term. Prerequisite(s): APH 5620 Basic Hypnosis and APH 5625 Intermediate Hypnosis 3 credit(s)

APH 5595 - Advanced Biofeedback

This course includes online contact with faculty and follow students, directed readings and research in specialty areas, as well as applied practice of biofeedback and/or neurofeedback with regular group-based supervision. 3 Credits. Offered every term depending on enrollment numbers. 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. Course Length: 15 weeks.
3 credit(s)

Total Degree Requirements: 76-79 credits

Contemplative End of Life Care (CEOL) Specialization Option -12 credits

Overview

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 12-credit specialization program is interdisciplinary and designed to appeal to students currently enrolled in the Ph.D. 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.

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. Offered: Summer (12 weeks)
Prerequisite(s): None 3 credit(s)

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. Offered: Fall, 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Spring. 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Summer 12 weeks. 3 credit(s)

Total Degree Requirements: 76-79 credits

Culinary Nutrition Specialization Option - 12 credits

Overview

The Culinary Nutrition Specialization prepares students to translate evidence-based nutrition science into practical, food-centered strategies that promote health, prevent disease, and support the management of chronic conditions. Through an interdisciplinary curriculum integrating nutritional science, culinary skills, behavior change, and lifestyle medicine, students develop the knowledge and competencies needed to transform nutrition recommendations into realistic, culturally responsive, and sustainable dietary practices. Emphasizing food as medicine, the specialization equips graduates to apply culinary nutrition principles across clinical, community, educational, and wellness settings, enhancing their ability to improve individual and population health through evidence-informed nutrition interventions.

Required:

IFN 5525 - Introduction to Culinary Nutrition

This course provides a comprehensive overview of the principles of culinary nutrition, emphasizing the relationship between diet, health, and disease prevention. Students will explore the basics of nutrition science, macronutrients, micronutrients, and the role of whole foods in maintaining health and wellness. This course will emphasize practical applications of culinary skills, integrating the science of nutrition with the art of cooking, to support health and wellness. 3 credit(s)

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. 3 credit(s)
Offered: SU-Term A Course Length: 8 weeks

IFN 5526 - Cultural Competency in Culinary Nutrition

This course focuses on the importance of cultural competency in culinary nutrition, emphasizing the diverse dietary practices and food traditions around the world. Students will explore how cultural beliefs and practices influence dietary choices and nutritional health. The course includes lectures, cultural food studies, and practical culinary labs to develop culturally sensitive dietary recommendations and meal plans. Prerequisite(s): None. 3 credit(s) Offered: Spring A/B 3 credit(s)

IFN 5527 - Whole Foods Cooking Lab (Remote)

This remote course combines theoretical knowledge with practical cooking skills, focusing on the preparation of whole foods to promote health and prevent disease. Students will participate in live cooking demonstrations, virtual kitchen labs, and interactive discussions. The course emphasizes the selection, preparation, and culinary techniques of whole foods, with a focus on plant-based nutrition. Prerequisite(s): None. 3 credit(s). Offered: Summer. No RC required. Length: 12 weeks 3 credit(s)

Total Degree Requirements: 76-79 credits

Integrative and Functional Nutrition (IFN) Specialization - 12 credits

Overview

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 12-credit program, including one required course, IFN 5670 Foundations of Integrative and Functional Nutrition, and four additional academic courses of the student's choice. Please check the course catalog to determine if prerequisites are required.

Additionally, MBM students who complete this 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 and work with the specialization coordinator.

Required:

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

Choose 3 courses from the list below:

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

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

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

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

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 A/B Course Length: 15 weeks

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. Offered: FA-Term A/B Course Length: 15 weeks Prerequisite(s): IFN 5520 (or proof of previous nutrition coursework), IFN 5704 (or proof of previous Anatomy/Physiology coursework) 3 credit(s)

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

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

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: Summer A, Fall A/B Course Length: 15 weeks

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. 3 credit(s)
Offered: SU-Term A Course Length: 8 weeks

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.

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

IFN 5525 - Introduction to Culinary Nutrition

This course provides a comprehensive overview of the principles of culinary nutrition, emphasizing the relationship between diet, health, and disease prevention. Students will explore the basics of nutrition science, macronutrients, micronutrients, and the role of whole foods in maintaining health and wellness. This course will emphasize practical applications of culinary skills, integrating the science of nutrition with the art of cooking, to support health and wellness. 3 credit(s)

IFN 5526 - Cultural Competency in Culinary Nutrition

This course focuses on the importance of cultural competency in culinary nutrition, emphasizing the diverse dietary practices and food traditions around the world. Students will explore how cultural beliefs and practices influence dietary choices and nutritional health. The course includes lectures, cultural food studies, and practical culinary labs to

develop culturally sensitive dietary recommendations and meal plans. Prerequisite(s): None. 3 credit(s) Offered: Spring A/B 3 credit(s)

IFN 5527 - Whole Foods Cooking Lab (Remote)

This remote course combines theoretical knowledge with practical cooking skills, focusing on the preparation of whole foods to promote health and prevent disease. Students will participate in live cooking demonstrations, virtual kitchen labs, and interactive discussions. The course emphasizes the selection, preparation, and culinary techniques of whole foods, with a focus on plant-based nutrition. Prerequisite(s): None. 3 credit(s). Offered: Summer. No RC required. Length: 12 weeks 3 credit(s)

Total Degree Requirements: 76-79 credits

Integrative Mental Health Specialization Option - 12 credits

Overview

The Integrative Mental Health specialization is oriented for licensed mental health practitioners and individuals with 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.

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. Offered: Offered SP. Course Length: 15 Weeks ULE required 3 credit(s)

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 be encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life. Offered: FA. Course Length: 15 Weeks. ULE Required. 3 credit(s)

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. Offered: FA. Course Length: 15 weeks. ULE required. Prerequisite(s): Must be a licensed mental health care practitioner to enroll. 3 credit(s)

Choose one:

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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 credits. Course Length: 16 weeks. 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

Total Degree Requirements: 76-79 credits

Integrative Wellness Coaching (IWC) Specialization Option - 12 credits

Overview

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 recognized as an essential component of holistic health and wellness services, education, and research.

The specialization in Integrative Wellness Coaching includes 12 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 the wellbeing of others.

Students completing the required coursework in this specialization also complete the Certificate in Integrative Wellness Coaching. This certificate program is accredited by the International Coaching Federation (ICF) as a Level 1 program with 125 contact hours and is a National Board of Health and Wellness Coaching (NBHWC) Approved Training Program with 88 instructional hours.

The Integrative Wellness Coaching (IWC) Certificate program is available to all students interested in Integrative Wellness Coaching who do not currently hold an ICF or NBHWC credential. Students who have completed part of the program before 2025 must retake the 2025 IWC Certificate program in its entirety to align with updated ICF and NBHWC accreditation standards. The IWC Certificate program is unavailable to Teaching Fellows, adjunct faculty, or core faculty, and auditing the program courses is not permitted.

Required:

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 Course Length: 15 weeks. VLE 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 Course Length: 8 weeks. No VLE

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 Course Length: 15 weeks. No ULE

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 - (even years only) Course Length: 15 Weeks No ULE required

Total Degree Requirements: 76-79 credits

Mindful Leadership Specialization Option - 12 credits

Overview

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 12-credit specialization 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 four courses is designed to provide mastery of the mindfulness literature, associated leadership theories, consulting, and experiential components to develop practice skills. Students will also select a fourth course from alternatives in applications of creativity and methods of conflict resolution.

The Mindful Leadership specialization includes 12 credits of coursework that include reflective, mindfulness, creativity, and compassion-based leadership approaches. Students will also acquire and master practical skills, including consulting.

Required:

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.

Offered: SP. Course Length: 15 Weeks.

3 credit(s)

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.
Offered: FA Course Length: 15 Weeks. ULE Required. 3 credit(s)

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 be encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life.
Offered: FA. Course Length: 15 Weeks. ULE Required. 3 credit(s)

MBM 5569 - Mindful Consulting

The professional consultant working in the health care system exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in inspiring a process of positive change. This course takes a humanistic approach to consulting practices by facilitating a process of positive inquiry, discovery, and learning during which the client decides future directions and actions for the organization.
This course incorporates mindfulness as an approach to delivering and practicing consulting, specifically through concepts such as positive inquiry, mutual respect, and joint responsibility for outcomes. It also provides a chance to explore and experience business-oriented skill development, including writing styles, creating and delivering customized proposals, and making effective presentations applicable to healthcare.

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 a teacher, HR manager, counselor, coach, or leader.

Offered: SU, even years. 12 Weeks.

3 credit(s)

Courses with an asterisk * indicate a 1 or 2-day virtual or community learning experience VLE or CLE

Total Degree Requirements: 76-79 credits

Teaching and Advanced Research Specialization - 12 credits

Overview

The 12-credit Specialization in Teaching and Advanced Research (STAR) serves university learners interested in pursuing academic careers. Innovative, learner-centered, skill-based courses in teaching, grant writing, curriculum design, and academic publication prepare learners for professional and scholarly success in their field of interest. Over four core courses, learners develop a scholarly portfolio to promote academic success post-graduation. This academic dossier will include a written teaching philosophy, Curriculum Vitae, exemplar syllabi and course designs, grant proposals, research publications and presentations. Following completion of the core courses, learners then work with faculty research mentors to apply the dossier to professional academic goals: establishing and building professional networks, refining skills, and participating in academic opportunities. STAR learners are invited to present at the STAR Learner Research Symposium, an annual virtual academic conference featuring learner research presentations.

Any Saybrook student can enroll in RES4010, RES5010, RES5020, or RES5030 as elective courses if they meet the prerequisite requirements.

Required:

RES 5040 - Research Mentoring and Professional Development

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with professional and research mentorship to advance their career path in the current academic landscape. Faculty mentors guide learners toward reaching their teaching and research goals while building scholarly identity. Learners collaborate with peers to set professional goals, develop research networks, and create an academic career plan. The final project is an academic portfolio that includes a teaching philosophy, curriculum vitae, grant toolkit, sample course syllabi and lectures, and scholarly presentations and/or publications. Prerequisite(s): Completion of all STAR core curriculum.

3 credit(s)
Offered: SP, 15-week-term; Su, 12 week-term

Choice of 3 of the following that align with academic career path:

RES 4010 - Grant Writing

This is a Specialization in Teaching and Advanced Research (STAR) Core Course This course prepares students to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Students learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Students create a professional grant writing toolkit.
Prerequisite(s): Prerequisite(s): RES1500, or RES 2100.

Offered F 15-week term: SU 12-week term. 3 credit(s)

Option:An additional RES 3xxx (Advanced Research Methods) can be substituted for Grant Writing

RES 5010 - Teaching and Instruction in Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.

This course prepares learners to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Learners learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Learners create a professional grant writing toolkit. Prerequisite(s): RES 2100.

Offered F - 15-week term 3 credit(s)

RES 5020 - Curriculum Development and Instructional Design for Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with the knowledge and skills to evaluate, design, manage, and implement educational curricula in higher education. Learners learn curriculum development and instructional design principles, including theoretical foundations, practical applications, evaluation techniques, and diverse student needs. Learners develop course learning outcomes, curriculum maps, learning activities, and assessment tools. Learners produce a course syllabus and learning activities relative to their field and practice. Prerequisite(s): RES 2100.

Offered SP - 15-week-term 3 credit(s)

RES 5030 - Academic Publication and Presentation

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course equips learners with the knowledge and skills to produce, submit, publish, and present academic research. Learners build their professional identity and scholarly networks by identifying publications and presentation venues that align with their field of study. Learners create and submit proposals following professional ethical standards, including academic integrity and the use of technology. Learners navigate the peer review and submission stages, developing strategies for integrating feedback. The final product is the submission of a scholarly publication or presentation proposal.

Prerequisite(s): RES 2100.

Offered SP: 15-week-term. 3 credit(s)

Total Degree Requirements: 76-79 credits

Ph.D. Psychology

Overview of Program

The Ph.D. 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 the 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 Humanistic Clinical Psychology degree program.

Program Learning Outcomes

1. Critical Thinking: Graduates will demonstrate advanced critical thinking skills, utilizing a humanistic lens to analyze complex psychological phenomena and apply theoretical frameworks to real-world contexts.
2. Cultural Competence: Graduates will possess cultural competence, displaying an understanding and appreciation of diverse cultures, experiences, and worldviews, and integrating this awareness into their professional practice.
3. Ethical Awareness: Graduates will exhibit a strong ethical awareness, adhering to ethical guidelines in their research, teaching, and practice, and demonstrating a commitment to the well-being and autonomy of individuals and communities.
4. Research Proficiency: Graduates will develop proficiency in conducting rigorous research informed by humanistic, existential, transpersonal, and phenomenological perspectives, employing qualitative and quantitative methodologies to advance the field of humanistic psychology.
5. Social Justice Advocacy: Graduates will engage in social justice advocacy, actively promoting equity, inclusivity, and social change by addressing systemic disparities, advocating for marginalized populations, and contributing to the creation of a just and sustainable society.
6. Applied Skills: Graduates will possess practical skills and interventions grounded in humanistic psychology, enabling them to facilitate personal growth, foster resilience, and promote well-being in various settings, including research, educational, community, and organizational contexts.

Specializations

Ph.D. Psychology with Specialization:

Any student enrolled in the Ph.D. Psychology program may opt to declare one of the specializations offered through the HP department. These specializations are available to students at Doctoral level.

- Creativity, Innovation, & Leadership Specialization (CIL)
- Consciousness, Spirituality, and Integrative Health Specialization (CSIH)
- Existential and Humanistic Psychology Specialization (EHP)
- Psychophysiology Specialization (PHI)
- Culinary Nutrition Specialization
- Teaching and Advanced Research (STAR)

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 approves 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. Psychology to Ph.D. Psychology Pathway

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 project and all other degree requirements). If the student does not continue to the Ph.D. 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 the doctoral program (i.e., after completion of the project), not the catalog in place at the time of their conditional acceptance into the Ph.D. program. In terms of transfer credits for students once they have attained the M.A. in Psychology at Saybrook, a maximum of 30 credit hours may be applied toward the Ph.D. Psychology program.

Career Opportunities

Graduates of the Ph.D. Psychology program with specializations in Creativity, Innovation, & Leadership (CIL); Consciousness, Spirituality, and Integrative Health (CSIH); Existential and Humanistic Psychology (EHP); and Psychophysiology Specialization (PHI) are well-positioned for diverse and impactful career opportunities. With a Ph.D. in Psychology, students can pursue academic positions as professors or researchers in universities and research institutions, contributing to the advancement of knowledge in their specialized areas. They can also work as consultants, trainers, and/or leaders in organizations, utilizing their expertise in creativity, innovation, and leadership to foster positive change and growth.

The CSIH specialization opens doors to careers in holistic health education, guidance, consulting, and mentoring; consciousness and spirituality teaching and research; psionics; and integrative health/wellness centers and industry, promoting well-being and individuals' spiritual and conscious growth, healthspan, and vibrant longevity. The EHP specialization opens doors to careers as humanistic researchers, psychology educators, or consultants, providing compassionate and existential guidance to individuals seeking personal and professional growth and fulfillment. Additionally, Ph.D. holders may choose to establish their own private practice, offering specialized services in their respective areas of expertise. With their advanced knowledge, research skills, and specialization-specific training, graduates of the Ph.D. program are equipped to make significant contributions to the field of psychology and positively impact individuals, communities, and organizations.

Our Ph.D. Psychology program is intended for professionals who wish to pursue non-clinical careers or expand on their existing licenses. This program is not designed to prepare graduates to qualify for clinical licensure or certification.

Program Requirements

Admissions Requirements

Degree Requirements: Master's Degree

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

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

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/general electives: (also known as 'other electives'):
Ph.D. 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 CSIH, CIL, or EHP Specialization and without Specialization) within the last one year.

University Learning Experience

Virtual Learning Experience (VLE) - Required, Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. Although students may complete most courses through distance learning, all our degree programs have VLE requirements. VLEs 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 synchronous, stimulating, and supportive virtual environment. Our VLEs 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. During the VLE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Students are required to attend the VLE throughout their program and are encouraged to attend the Community Learning Experience (in person) in lieu of the VLE in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Credits/Hours

The Ph.D. Psychology program requires a total of 66 earned credits. These credits encompass a rigorous curriculum that includes core courses, specialized coursework in the chosen area of focus, research methodology and analysis, and the completion of the essays and dissertation phases. Through a combination of theoretical exploration, experiential learning, and research opportunities, students gain the knowledge, skills, and competencies necessary for success in their future careers. The credit units and hours invested in the Ph.D. degree ensure that students receive a comprehensive and well-rounded education, empowering them to make significant contributions to the field of psychology.

Mode of Delivery

At Saybrook University, we are committed to providing a dynamic and flexible online learning experience that combines both asynchronous and synchronous delivery methods. Our Ph.D. Psychology program with specializations

in Creativity, Innovation, & Leadership (CIL); Consciousness, Spirituality, and Integrative Health (CSIH); Existential and Humanistic Psychology (EHP); and Psychophysiology (PHI) embraces the advantages of online education, allowing students to pursue their studies at their own pace while fostering meaningful real-time interactions.

Through our asynchronous delivery, students have access to a user-friendly online platform where they can engage with course materials, lectures, and multimedia resources at a time that suits their schedule. This flexibility empowers students to balance their studies with other commitments, ensuring an optimal learning experience. They can participate in discussions, complete assignments, and collaborate with fellow students, all while benefiting from the expertise of our dedicated faculty who provide timely feedback and guidance.

In addition to asynchronous learning, our program incorporates synchronous elements to foster a sense of community and enhance real-time engagement. Through virtual classrooms, students have the opportunity to participate in live lectures, interactive discussions, and group activities led by faculty members. These synchronous sessions provide valuable opportunities for students to connect, ask questions, share ideas, and engage in collaborative learning experiences. Our virtual classrooms utilize video conferencing and collaboration tools to simulate the benefits of face-to-face interaction, ensuring an immersive and interactive learning environment.

The combination of asynchronous and synchronous delivery methods allows us to provide a well-rounded and comprehensive online learning experience. Students benefit from the flexibility of guided self-paced study, while experiencing the richness of real-time interactions and discussions with faculty and peers. This blended approach cultivates a supportive and interactive community, enabling students to develop critical thinking skills, engage in meaningful discourse, and forge lasting connections within and outside of their chosen Specialization.

Length of Program

The degree completion time for a full-time student enrolled in the Ph.D. 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.

Required Courses

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

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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
Offered F, SP: 15-week term 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. Offered F, SP: 15-week term 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)

*Students must take all foundational RES courses prior to moving forward to the advanced research courses

The sequence continues with two advanced research courses:

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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 3 credit(s)

RES 3xxx - Advanced Research Methods

3 credit(s)

Students must complete all coursework before moving forward to essays/candidacy phase.

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)

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.

Offered: F, SP, 15-week-term; SU, 12-week term. 3 credit(s)

> When students reach the essays/candidacy phase, students may consult with their dissertation committee, Department Chair, and their Psychology Faculty 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

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone

report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

> 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.

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

CIL, CSIH, or EHP Specialization Electives: 3 Credits

Research Course Sequence (taken in order):

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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
Offered F, SP: 15-week term 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. Offered F, SP: 15-week term 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 3xxx - Advanced Research Methods

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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 3 credit(s)

*Students can only take one RES course each term, and Students must complete the foundational research courses first (RES 2100, 2300, and 2500) prior to moving forward to the advanced research courses (RES 3xxx and RES 3500)

Core Psychology Courses:

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)

Core Ethics Course (select 1 of the following courses):

PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research

This course introduces 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 course's primary focus will be 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. Prerequisites: None. Note: Only CP students must attend a required in-person learning experience at the Residential Learning Experience (RLE) during the term of course enrollment. 3 credit(s)

HP-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)

Core Multiculturalism, Social Justice, & Diversity Course (select 1 of the following courses):

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)

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)

HP-CIL 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)

Psychology Specialization Course Option: 12 credits

- HP-CSIH Specialization Course 3 credit(s)
- HP-CIL Specialization Course 3 credit(s)
- EHP Specialization Course 3 credit(s)
- APH Specialization Course 3 credit(s)

Other Electives - 15 Credits

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

Consciousness, Spirituality, and Integrative Health (CSIH) Specialization Option - 12 credits

Overview

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, collective, cultural/transcultural, mythic, cosmological, and transpersonal perspectives on multidimensional aspects of human identity and destiny, consciousness evolution, biopsychosocial-spiritual and

cultural transformation, spiritual awakening and realization, healing, healthspan and vibrant longevity, calling, individuation and wholeness, wellness and well-being, and human flourishing. 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 unique ways of understanding individuals' internal and external identity, growth, worlds, and lives as accessible through such pathways as disciplined consciousness exploration and calibration, consciousness studies, the world's spiritual and wisdom traditions, healing arts, depth psychology, transpersonal psychology, psionics, energy medicine, healthspan and vibrant longevity, spiritual creativity, self-regulation and self-healing, hypnosis and imagery, the arts, personal mythology and 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, as well as on vibrant longevity, psionics, and/or Exceptional Human Experiences (EHEs).

The study of consciousness, psychology of consciousness, and consciousness evolution offers students opportunities 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, deeply evocative spiritual/transpersonal experiences, optimal healthspan, healthful and vibrant longevity, culture, and social action.

Given the diverse array of CSIH Specialization course offerings, in close conversation with the Psychology

Faculty Advisors, 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 and/or research in areas such as pastoral care, spiritual guidance, spiritual mentoring, and transpersonal consulting and coaching or who want to integrate their 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, personal, and transpersonal goals. CSIH Specialization allows students to focus on the study of interdisciplinary and integrative approaches to self-discovery, transpersonal development, health, healing, healthspan and vibrant longevity, and well-being that have not necessarily been regarded as standard within mainstream medical and psychological paradigms and care. These approaches include spiritual, wisdom, esoteric, mystical, psionic, and Earth-and-Cosmos honoring traditions and practices. Additional alternative health and well-being perspectives, approaches, and practices relevant to psychological, psychospiritual, and physical health and vitality that are studied include personal mythology and dreamwork, yoga, meditation, mindfulness, prayer, contemplation, psychomythology and mythopoetics, energy medicine, healthspan and vibrant longevity, guided imagery, clinical hypnosis, Holotropic Breathwork, biofeedback, Enneagram, the arts, and indigenous healing. Students may also explore spirituality, consciousness, and consciousness calibration research and practice, as well as their role in physical, psychological, psychospiritual, cosmological and attitudinal resilience and vitality; optimal healthspan and robust longevity; health; personal and transpersonal relationships; and organizational mythology, vision, culture, and flourishing.

Although not intended as preparation for licensure, studies in CSIH Specialization can be applied to the work of psychologists and other licensed mental health professionals. Studies can also be applied to transpersonal teaching and research, scholar-practitioner writing, health care, healthspan, innovation and longevity studies, peace work, pastoral care, spiritual mentoring and guidance, conflict resolution and diplomacy, education, consulting, coaching, and/or organizational work.

Core CSIH Specialization Courses: 6 credits

HP-CSIH 3200 - ProSeminar 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)

HP-CSIH 5000 - Interdisciplinary Foundations for Vibrant Longevity

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 EHP/CIL/PSY. 3 credit(s)

OR

HP-CSIH 5200 - Vibrant Longevity and Exceptional Human Experiences

This course positions vibrant longevity and Exceptional Human Experiences as two closely linked, intersubjective phenomena of deeply humanistic and thoroughly transpersonal relevance. Within the humanistic-and-transpersonal context/intention of tending to our individual and collective vibrant longevity, in this course we (1) examine profound Exceptional Human Experiences, abilities, and potentials; (2) distill their nature and essence; (3) discern their transformative biopsychosocial-spiritual and cultural aspects; and (4) illuminate and contemplate their life-affirming, longevity-promoting features. More specifically, our mindful scholar-practitioner investigations highlight vibrant longevity in dialogue with the following overarching classes of Exceptional Human Experiences: Encounter, Psychical, Mystical, Peak, Desolation/Nadir, Dissociative, Death-Related, Exceptional Human Performance/Feats, and Healing experiences. Prerequisite(s): None 3 credit(s)

CSIH Specialization Electives: 6

HP-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)

HP-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)

HP-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)

HP-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)

HP-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)

HP-CSIH 3240 - Advanced Topics in CSIH and CIL

This course explores advanced and special topics of interest to students related to studies in consciousness, spirituality integrative health, creativity, innovation, and leadership. . 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 CIL 3240. 3 credit(s)

HP-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)

HP-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)

HP-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)

HP-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 HP-CIL 4520. 3 credit(s) 3 credit(s)

HP-CSIH 5100 - Neurotheology: Implications for Spirituality, Psychology, and Creativity

This course introduces the field of neurotheology, which seeks to understand the relationship between the brain and spiritual and religious phenomena. It explores definitions; scientific research methods and interpretations; and the body of knowledge pertaining to neurotheology. The course focuses on evaluation and application of neurotheology from the realms of humanistic and transpersonal psychology, consciousness and creativity, philosophy, medicine, pastoral care, and spiritual and religious disciplines. The topics in this course will include a general and historical review of (1) biological sciences and religion/spirituality; (2) the body and brain responses to spiritual experiences; (3) the relationship between physical and mental health and spirituality; creativity, the brain, and spirituality; and consciousness, the brain, and spirituality; (4) interpretations of religion and spirituality; basic brain function; and its relationship to spiritual experience; (5) the neurophysiology of spiritual practices; and (6) the emerging field of neurotheology. Students will learn how to critically review research and related scholarly reports on topics related to consciousness and altered/expanded states of consciousness, creative practices, rituals, spiritual practices and experiences, and mental health and psychology. They will learn what scientific modalities are currently available to study the relationship between the body, mind, psyche, and spirit. Students will also learn the capabilities and limitations of scientific modalities and consider ways in which to improve them. This course invites students to develop new approaches to their own fields of study, so that they may utilize such knowledge in their future scholar-practitioner endeavors. 3 credit(s)

HP-CSIH 5300 - Transpersonal Wisdom

This is a course in transpersonal inquiry. It offers diverse perspectives-experiential, empirical, and transformational-on our potential as spiritual, interconnected beings within an evolving world and cosmos. What dynamics of wisdom might serve now? What models, practices, world views educate for transcendence, expanding beyond-while not neglecting- the conventional? The course looks at current paradigm shifts underway as spiritual experience and broader intelligences are factored into larger understandings of psyche, consciousness, spirit, sentience, and value. Among other topics, the course takes up: views of body-mind-spirit that see beyond the self-centered-both "up and out" and "here and with" perspectives are considered; paths to healing, authenticity, and the numinous through experiential, contemplative, entheogenic, and other means; cultivating participatory thought and respect for all beings that might deepen into compassion. The course encourages students to develop their own transpersonal vision through key teachings, practices, and technologies-and to integrate these within their personal, professional, and community lives. 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

APH 5625 - Intermediate 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. 3.0 credits. Prerequisite(s): APH 5620 Basic Hypnosis 3 credit(s)

APH 5594 - Advanced Hypnosis

This course provides 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 acapstone essay, integrating their learning in the imagery and hypnosis course sequence, along with their learning in the advanced practicum course. 3.0 credits. Summer Term. Prerequisite(s): APH 5620 Basic Hypnosis and APH 5625 Intermediate Hypnosis 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 CSIH 6560 3 credit(s)

HP-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)

HP-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)

Creativity, Innovation, and Leadership (CIL) Specialization Option - 12 credits

Overview

The Creativity, Innovation, and Leadership (CIL) Specialization is designed for students who want to engage creative aspects of their existing worlds through in-depth research and make a meaningful contribution to the fields of creativity and psychology. Imagine taking part in a "culture" of creatives, innovators and thought/creative leaders who collaborate with both national (Southern Oregon University Creativity Conference) and most recently international (Possibility Studies Network) entities. This Humanistic degree program encourages students to examine vital contemporary questions about creativity and a strong desire to investigate environments supporting different kinds of applications.

Students in the (CIL) Specialization focus their studies on areas they are passionate about and phenomena they are intrigued by to take their careers to the next level or go in a whole new direction. Our specialization seeks to support the joy and optimism that comes with "creativity" in all forms and to explore what is possible.

A complex and fast-changing world demands new, innovative approaches to everything from corporate strategies to child development and even household chores (everyday creativity). From schools and universities to corporations, the importance of understanding and developing creative concepts that lead directly to unique solutions has been widely researched and recognized as a necessary proficiency. Our students deeply explore their contributions as creative and thought leaders as the third marker of this specialization. It is critical to note that this is not a traditional executive business leadership program, but rather an engaged, applied opportunity to explore their career trajectories through hands-on projects and research, including the areas of Arts-Based Inquiry and Expressive Art interventions.

Saybrook University offers both M.A. and Ph.D. degrees in psychology with specializations in Creativity, Innovation, and Leadership. Saybrook's rich tradition of humanistic studies includes its associations 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 key toward self-actualization.

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

While the engagement of creativity and innovation 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 research and scholarship. General learning goals include understanding the history, research, and practical application of CIL studies. Students enrolled in this Specialization will develop individualized specific learning goals mentored by a faculty member based on their interests, aspirations, and personal passion.

At the conclusion of their studies, students in this specialization will be able to:

1. Demonstrate marketable skills in general creativity and a specific aspect of creativity and innovation subject matter expertise.

2. Work to engage others in efforts to promote life-enhancing improvements.

3. Bring innovation and creativity to their research, work, and personal choices, moving beyond traditional disciplinary and paradigmatic boundaries.

4. Combine critical, empathetic, and creative thinking as creative and thought leaders with self-reflection to develop self-knowledge, self-realization, and expansion of consciousness.

5. Place their work within a humanistic perspective across multiple contexts and acknowledge their biases and unchallenged assumptions.

6. Display a global awareness of strengths and challenges based on humanistic values, including authenticity and compassion.

Although not intended as preparation for licensure, studies in CIL Specialization can be applied to the work of psychologists and other licensed mental health professionals. Studies can also be applied to creativity teaching, leadership and research, scholar-practitioner writing, health care, healthspan, innovation studies, peace work, pastoral care, spiritual mentoring and guidance, conflict resolution and diplomacy, education, consulting, coaching, and/or organizational work.

Core Specialization Courses: 6 credits

HP-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)

HP-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 Specialization Electives: 6 credits

HP-CIL 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)

HP-CIL 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 CSIH 3160 & EHP 3160 3 credit(s)

HP-CIL 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)

HP-CIL 4526 - Creativity and The Art of Writing

This course provides an overview of the research relevant to the field of Creativity 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)

HP-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)

HP-CIL 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. Cross-listed with EHP 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s)

HP-CIL 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)

HP-CIL 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)

HP-CIL 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)

HP-CIL 8151 - Creativity, Innovation and Leadership 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, Innovation, and Leadership 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 Director of Creativity, Innovation, and Leadership 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)

HP-CIL 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)

Existential and Humanistic Psychology (EHP) Specialization Option - 12 credits

Overview

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 traditionally defined models of psychopathology and normative functioning. 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.

Core EHP Specialization Courses: 6 credits

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)

OR

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)

AND

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 Specialization Electives (any course with EHP prefix): 6 credits

Psychophysiology Specialization Option - 12 credits

Overview

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 psychophysiologists 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 workplace, 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.

Core Psychophysiology Courses: 12 Credits

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. 3 credits. Offered SP -- Term B. Course length: 8 weeks. Pre-requisites: Undergraduate courses in psychology and biology (or APH5001, APH5002). Prerequisite(s): Pre-requisites: Undergraduate courses in psychology and biology (or APH 5001, APH 5002). 3 credit(s)

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

Culinary Nutrition Specialization Option - 12 credits

Overview

The Culinary Nutrition Specialization prepares students to translate evidence-based nutrition science into practical, food-centered strategies that promote health, prevent disease, and support the management of chronic conditions. Through an interdisciplinary curriculum integrating nutritional science, culinary skills, behavior change, and lifestyle medicine, students develop the knowledge and competencies needed to transform nutrition recommendations into realistic, culturally responsive, and sustainable dietary practices. Emphasizing food as medicine, the specialization equips graduates to apply culinary nutrition principles across clinical, community, educational, and wellness settings, enhancing their ability to improve individual and population health through evidence-informed nutrition interventions.

Required:

IFN 5525 - Introduction to Culinary Nutrition

This course provides a comprehensive overview of the principles of culinary nutrition, emphasizing the relationship between diet, health, and disease prevention. Students will explore the basics of nutrition science, macronutrients, micronutrients, and the role of whole foods in maintaining health and wellness. This course will emphasize practical

applications of culinary skills, integrating the science of nutrition with the art of cooking, to support health and wellness. 3 credit(s)

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. 3 credit(s)
Offered: SU-Term A Course Length: 8 weeks

IFN 5526 - Cultural Competency in Culinary Nutrition

This course focuses on the importance of cultural competency in culinary nutrition, emphasizing the diverse dietary practices and food traditions around the world. Students will explore how cultural beliefs and practices influence dietary choices and nutritional health. The course includes lectures, cultural food studies, and practical culinary labs to develop culturally sensitive dietary recommendations and meal plans. Prerequisite(s): None. 3 credit(s) Offered: Spring A/B 3 credit(s)

IFN 5527 - Whole Foods Cooking Lab (Remote)

This remote course combines theoretical knowledge with practical cooking skills, focusing on the preparation of whole foods to promote health and prevent disease. Students will participate in live cooking demonstrations, virtual kitchen labs, and interactive discussions. The course emphasizes the selection, preparation, and culinary techniques of whole foods, with a focus on plant-based nutrition. Prerequisite(s): None. 3 credit(s). Offered: Summer. No RC required. Length: 12 weeks 3 credit(s)

Teaching and Advanced Research Specialization Option - 12 credits

Overview

The 12-credit Specialization in Teaching and Advanced Research (STAR) serves university learners interested in pursuing academic careers. Innovative, learner-centered, skill-based courses in teaching, grant writing, curriculum design, and academic publication prepare learners for professional and scholarly success in their field of interest. Over four core courses, learners develop a scholarly portfolio to promote academic success post-graduation. This academic dossier will include a written teaching philosophy, Curriculum Vitae, exemplar syllabi and course designs, grant proposals, research publications and presentations. Following completion of the core courses, learners then work with faculty research mentors to apply the dossier to professional academic goals: establishing and building professional networks, refining skills, and participating in academic opportunities. STAR learners are invited to present at the STAR Learner Research Symposium, an annual virtual academic conference featuring learner research presentations.

Any Saybrook student can enroll in RES4010, RES5010, RES5020, or RES5030 as elective courses if they meet the prerequisite requirements.

Required:

RES 5040 - Research Mentoring and Professional Development

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.

This course provides learners with professional and research mentorship to advance their career path in the current academic landscape. Faculty mentors guide learners toward reaching their teaching and research goals while building scholarly identity. Learners collaborate with peers to set professional goals, develop research networks, and create an academic career plan. The final project is an academic portfolio that includes a teaching philosophy, curriculum vitae, grant toolkit, sample course syllabi and lectures, and scholarly presentations and/or publications. Prerequisite(s): Completion of all STAR core curriculum.

3 credit(s)
Offered: SP, 15-week-term; Su, 12 week-term

Choice of 3 of the following that align with academic career path:

RES 4010 - Grant Writing

This is a Specialization in Teaching and Advanced Research (STAR) Core Course This course prepares students to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Students learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Students create a professional grant writing toolkit.
Prerequisite(s): Prerequisite(s): RES1500, or RES 2100.

Offered F 15-week term: SU 12-week term. 3 credit(s)

Option: An additional RES 3xxx (Advanced Research Methods) can be substituted for Grant Writing

RES 5010 - Teaching and Instruction in Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course prepares learners to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Learners learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Learners create a professional grant writing toolkit. Prerequisite(s): RES 2100.

Offered F - 15-week term 3 credit(s)

RES 5020 - Curriculum Development and Instructional Design for Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with the knowledge and skills to evaluate, design, manage, and implement educational curricula in higher education. Learners learn curriculum development and instructional design principles, including theoretical foundations, practical applications, evaluation techniques, and diverse student needs. Learners develop course learning outcomes, curriculum maps, learning activities, and assessment tools. Learners produce a course syllabus and learning activities relative to their field and practice. Prerequisite(s): RES 2100.

Offered SP - 15-week-term 3 credit(s)

RES 5030 - Academic Publication and Presentation

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course equips learners with the knowledge and skills to produce, submit, publish, and present academic research. Learners build their professional identity and scholarly networks by identifying publications and presentation venues

that align with their field of study. Learners create and submit proposals following professional ethical standards, including academic integrity and the use of technology. Learners navigate the peer review and submission stages, developing strategies for integrating feedback. The final product is the submission of a scholarly publication or presentation proposal.

Prerequisite(s): RES 2100.

Offered SP: 15-week-term. 3 credit(s)

Upon completion of all required courses:

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)

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.

Offered: F, SP, 15-week-term; SU, 12-week term. 3 credit(s)

Upon completion of Essays Candidacy:

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

Total Degree Requirements with Specialization Option - 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. Transformative Social Change

Overview of Program

The Ph.D. Transformative Social Change (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, as well as to teach in higher education, we emphasize development of the skills and capacities for employment positions in the research, policy, education and outreach areas.

Program 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.

Career Opportunities

The Ph.D. Transformative Social Change program focuses on preparing graduates to possess the skills to become successful advocates and leaders in nonprofit organizations and educational environments-focusing on human rights, community building, peace, the environment, and social justice. Guided by faculty with years of research and advocacy experience, transformative social change graduates will be able to:

- Design environments and processes that support participation and democratic collaboration
- Design strategies that will lead to social transformation
- Articulate global, multicultural, multi-generational, social, and environmental viewpoints
- Appraise models of compassion and connectedness with the larger community

Program Requirements

Admissions Requirements

Applicants for Ph.D. 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

University Learning Experience

Virtual Learning Experience (VLE) - Required, Community Learning Experience (CLE) - Required

All new students begin their studies with a Welcome Week. Welcome Week activities, including a degree program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

All Transformative Social Change students are required to attend the Virtual Learning Experience (VLE) during week one in the fall and spring semesters of each academic year. They are also required to attend the biannual, in person, Community Learning Experience in the fall of odd calendar years. The University Learning Experience components (VLEs and CLEs) 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 synchronous, stimulating, and supportive virtual environment. The University Learning Experience (ULE) nurtures intellectual and relational creativity, enriches the educational environment, and foster faculty and peer interactions. During the ULE, 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, relationships, and transformative change. You can find the specific hour and track requirements on the Academic Commons University Learning Experience Program Requirements Page linked here. https://tcsedsystem.libguides.com/VLE_Requirements

Transformative Social Change Students are required to attend the VLE throughout their program along with the CLE (in-person) in the fall of odd calendar years.

Certain courses may have additional experiential, participation, or attendance requirements beyond those outlined for the program. Students should consult individual course descriptions for details.

Fieldwork

Students may choose to participate in an optional semester-long Practicum in Professional Practice (TSC 8151), where they participate in twenty hours each week in a nonprofit, educational, community or governmental setting, and write up a review of that experience at the end of the semester. Participation in fieldwork is subject to the student's state of residence. Contact the Admissions Department for more information.

Credits/Hours

Total credits: 63

A credit hour for an online course represents 15 hours of instructional activity (e.g., engagement with web-based instructional materials) toward achieving specified student learning outcomes. For online courses, the 15 hours of instructional activity may include but are not limited to synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. A credit hour also assumes an additional 30 hours of homework, studying, and/or research. Partial credits are not granted.

Mode of Delivery

Hybrid Online Learning Model

The Ph.D. Transformative Social Change degree program combines online learning with periodic in-person residential learning experiences.

For distance online or hybrid courses, the total hours of work typically required for any class of work reflects: 1) synchronous and asynchronous components that facilitate faculty-student and student-student interaction (virtual classrooms, discussion boards, and chats) and 2) independent learning components (readings, recorded lectures, written assignments, and quizzes).

Length of Program

The degree completion time for a full-time student enrolled in the Ph.D. Transformative Social Change program following the default course sequence will range from 4 -5 years. Any breaks in enrollment and/or reduced enrollment may impact completion time.

Required Courses

Core TSC Courses:

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 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 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)

Or

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 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 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)

OR

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.

Offered: F, SP, 15-week-term; SU, 12-week term. 3 credit(s)

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

Research Course Sequence (taken in order):

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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
Offered F, SP: 15-week term 3 credit(s)

OR:

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. Offered F, SP: 15-week term 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 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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 3 credit(s)

RES 3xxx - Advanced Research Methods

3 credit(s)

Elective Courses

Transformative Social Change Electives (Choose four):

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 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 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 example 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 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 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 CSIH 6560 3 credit(s)

TSC 6570 - Race, Class, and Gender Within a Humanistic Discourse

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 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 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 7090 - Special Topics in Transformative Social Change

This course provides an opportunity for exploration of a variety of topics of current interest to Transformative Social Change students and faculty. The course content will be adapted to the content and issue areas determined in a specific offering of the course. This course may be repeated so long as the title and content are not the same.

This offering of the Special Topics in Transformative Social Change course focuses on global paradigms and social change. A paradigm is our view of the world, how we operate in it, and how we seek solutions to the challenges that emerge within this paradigm. As social change agents, we must also understand how paradigm shifts happen at the global level, what happens during them, and why they are necessary for transformational change. Students will explore current interrelated paradigms of neoliberalism, racism, terrorism, and nationalism and their role in dictating our approaches to social change. We will use decolonial frameworks to develop new ways to recognize how our current paradigms might be transformed, or newer paradigms be created for us to redefine current societal challenges, find new approaches to resolving these challenges, and to find new solutions to current social issues. 3 credits. 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 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)

Other Electives***: 12 Credit(s)

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

Total Degree Requirements - 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.

Specialization Options: 12 Credits

Teaching and Advanced Research Specialization (STAR) - 12 credits

Overview

The 12-credit Specialization in Teaching and Advanced Research (STAR) serves university learners interested in pursuing academic careers. Innovative, learner-centered, skill-based courses in teaching, grant writing, curriculum design, and academic publication prepare learners for professional and scholarly success in their field of interest. Over four core courses, learners develop a scholarly portfolio to promote academic success post-graduation. This academic dossier will include a written teaching philosophy, Curriculum Vitae, exemplar syllabi and course designs, grant proposals, research publications and presentations. Following completion of the core courses, learners then work with faculty research mentors to apply the dossier to professional academic goals: establishing and building professional networks, refining skills, and participating in academic opportunities. STAR learners are invited to present at the STAR Learner Research Symposium, an annual virtual academic conference featuring learner research presentations.

Any Saybrook student can enroll in RES4010, RES5010, RES5020, or RES5030 as elective courses if they meet the prerequisite requirements.

RES 5040 - Research Mentoring and Professional Development

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with professional and research mentorship to advance their career path in the current academic landscape. Faculty mentors guide learners toward reaching their teaching and research goals while building scholarly identity. Learners collaborate with peers to set professional goals, develop research networks, and create an academic career plan. The final project is an academic portfolio that includes a teaching philosophy, curriculum vitae, grant toolkit, sample course syllabi and lectures, and scholarly presentations and/or publications. Prerequisite(s): Completion of all STAR core curriculum.

3 credit(s)
Offered: SP, 15-week-term; Su, 12 week-term

RES 4010 - Grant Writing

This is a Specialization in Teaching and Advanced Research (STAR) Core Course This course prepares students to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Students learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Students create a professional grant writing toolkit.

Prerequisite(s): Prerequisite(s): RES1500, or RES 2100.

Offered F 15-week term: SU 12-week term. 3 credit(s)

RES 5010 - Teaching and Instruction in Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course prepares learners to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Learners learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Learners create a professional grant writing toolkit. Prerequisite(s): RES 2100.

Offered F - 15-week term 3 credit(s)

RES 5020 - Curriculum Development and Instructional Design for Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with the knowledge and skills to evaluate, design, manage, and implement educational curricula in higher education. Learners learn curriculum development and instructional design principles, including theoretical foundations, practical applications, evaluation techniques, and diverse student needs. Learners develop course learning outcomes, curriculum maps, learning activities, and assessment tools. Learners produce a course syllabus and learning activities relative to their field and practice. Prerequisite(s): RES 2100.

Offered SP - 15-week-term 3 credit(s)

RES 5030 - Academic Publication and Presentation

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course equips learners with the knowledge and skills to produce, submit, publish, and present academic research. Learners build their professional identity and scholarly networks by identifying publications and presentation venues that align with their field of study. Learners create and submit proposals following professional ethical standards, including academic integrity and the use of technology. Learners navigate the peer review and submission stages, developing strategies for integrating feedback. The final product is the submission of a scholarly publication or presentation proposal.

Prerequisite(s): RES 2100.

Offered SP: 15-week-term. 3 credit(s)

Total Degree Requirements with Specialization Option - 63 credits

M.A. to Ph.D. 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

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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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
Offered F, SP: 15-week term 3 credit(s)

Or

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. Offered F, SP: 15-week term 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 3xxx - Advanced Research Methods

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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 3 credit(s)

Core Courses

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 example 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 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 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)

Or

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.

Offered: F, SP, 15-week-term; SU, 12-week term. 3 credit(s)

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 3 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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

Transformative Social Change Elective (Choose one)

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 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 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 example 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 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 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 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 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 CSIH 6560 3 credit(s)

TSC 6570 - Race, Class, and Gender Within a Humanistic Discourse

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 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 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 7090 - Special Topics in Transformative Social Change

This course provides an opportunity for exploration of a variety of topics of current interest to Transformative Social Change students and faculty. The course content will be adapted to the content and issue areas determined in a specific offering of the course. This course may be repeated so long as the title and content are not the same.

This offering of the Special Topics in Transformative Social Change course focuses on global paradigms and social change. A paradigm is our view of the world, how we operate in it, and how we seek solutions to the challenges that emerge within this paradigm. As social change agents, we must also understand how paradigm shifts happen at the global level, what happens during them, and why they are necessary for transformational change. Students will explore current interrelated paradigms of neoliberalism, racism, terrorism, and nationalism and their role in dictating our approaches to social change. We will use decolonial frameworks to develop new ways to recognize how our current paradigms might be transformed, or newer paradigms be created for us to redefine current societal challenges, find new approaches to resolving these challenges, and to find new solutions to current social issues. 3 credits. 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)

Other Elective*: 3 credits

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

Total Credits: 54

* 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.

Certificate

Biofeedback Certificate

Overview of Program

The Biofeedback Certificate provides an alternative for individuals who wish 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 9-credit certificate includes three academic courses, (basic, intermediate, and advanced biofeedback) that can be finished within

an academic year: starting with basic (fall semester), continuing with intermediate (spring semester), and ending with advanced (summer semester).

Program Learning Outcomes

1. Proficiency in Biofeedback Technologies: Students will demonstrate proficiency in working with a variety of biofeedback technologies and equipment. They will develop the skills necessary to set up and calibrate biofeedback devices, accurately collect physiological data from clients, and interpret the feedback provided by the instruments.

2. Assessment and Intervention Strategies: Students will learn to assess client needs and develop appropriate biofeedback interventions based on individual goals and conditions. They will acquire knowledge of at least 3 different biofeedback modalities and understand their applications in addressing specific physiological and psychological concerns. Students will develop skills in designing and implementing biofeedback-based interventions to promote self-regulation and enhance well-being.

3. Ethical and Professional Practice: Students will understand and adhere to ethical guidelines and professional standards when practicing biofeedback. They will demonstrate knowledge of the ethical considerations specific to biofeedback, such as informed consent, confidentiality, and client autonomy. Students will also develop skills in establishing a therapeutic relationship, effectively communicating with clients, and maintaining professional boundaries in biofeedback sessions.

Career Opportunities

Biofeedback skills can lead to career opportunities within both clinical and optimal performance settings including military, sports and mental health programs.

Program Requirements

Admissions Requirements

Applicants for the non-degree Biofeedback Certificate must submit the following documents:

- An official transcript from an accredited university demonstrating successful completion of an undergraduate degree, with a 3.0 GPA or better
- Professional resume or CV
- Personal statement
- An interview with a faculty member may be required
- The department chair may require a writing sample if applicants submit a personal statement that contains any grammatical mistakes, spelling errors, or poorly organized text.

University Learning Experience

Virtual Learning Experience (VLE) - Optional, Community Learning Experience (CLE) - Optional

All new students begin their studies with Welcome Week activities that are held online during the week ahead of the start of the semesters. Participation is strongly encouraged.

No face-to-face residential learning experiences are required for this Certificate. However, students are invited to attend Saybrook's biannual face-to-face Community Learning Experiences (falls of odd calendar years) or virtual learning experiences (first week of each fall and spring semester) where they will meet other Saybrook students, faculty, and staff.

Students enrolled in the MBM certificate programs must attend any residential, community, or virtual learning experience as required for the courses.

Program Specific Requirements

Students are asked to purchase their own biofeedback equipment to complete these courses. A limited number of biofeedback instruments are available for loan or rent. Please contact the APH Program Director for further information.

Credits/Hours

9 credits including three 3 credit courses.

Mode of delivery

Courses are presented as a combination of reading assignments, videos, live videoconferences, asynchronous class discussions and written assignments. Each class format may vary based on content and instructor preference and students are encouraged to review the course syllabus and Canvas course shell prior to the start of each term to assess the requirements of each course.

Length of program

This is a 9-credit Certificate that is completed in 1 year involving 3 consecutive terms.

Required Courses

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing

recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

Choice of either:

APH 5595 - Advanced Biofeedback

This course includes online contact with faculty and follow students, directed readings and research in specialty areas, as well as applied practice of biofeedback and/or neurofeedback with regular group-based supervision. 3 Credits. Offered every term depending on enrollment numbers. 3 credit(s)

Or

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. 3 credits. Prerequisite(s): APH 5101 Intermediate Biofeedback and Psychophysiological Recording 3 credit(s)

Clinical and Applied Hypnosis Certificate

Overview of Program

The Clinical and Applied Hypnosis Certificate program provides an alternative for the individual who wishes to obtain a comprehensive introduction to clinical and applied hypnosis, without necessarily 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 three academic courses, and two virtual learning experiences. The program is best started in the fall term when all three courses can be scheduled in consecutive terms. Students who begin the sequence in the spring will need to wait until the following fall to take the Intermediate course and then wait until the summer to finish the Advanced Course.

Program Learning Outcomes

1. Proficiency in Hypnotic Techniques: Students will demonstrate proficiency in a range of hypnotic techniques, including induction methods, deepening techniques, and therapeutic suggestions. They will develop the ability to effectively guide clients into hypnotic states, deepen relaxation, and deliver appropriate therapeutic interventions using hypnosis.

2. Ethical and Professional Practice: Students will understand and adhere to ethical guidelines and professional standards when practicing clinical hypnosis. They will demonstrate knowledge of the ethical considerations specific to hypnosis, such as informed consent, confidentiality, and client autonomy. Students will also develop skills in building rapport, establishing a therapeutic alliance, and maintaining professional boundaries.

3. Application of Hypnosis in Clinical Settings: Students will apply their knowledge and skills in clinical hypnosis to address specific client needs and conditions. They will learn to assess client suitability for hypnosis, develop tailored treatment plans, and implement hypnotic interventions to support therapeutic goals. Students will gain competency in utilizing hypnosis for various applications, such as pain management, stress reduction, habit control, and enhancing well-being.

Career Opportunities

Clinical Hypnosis can enhance any clinical practice but may be useful as well in many other occupations and in interpersonal relationships. Only licensed clinicians should use these skills in clinical settings however these same skills may be used as well for coaching and in optimal performance settings with a non-clinical population. Scope of practice will be discussed extensively during these courses to ensure the ethical use of this modality.

Program Requirements

Admissions Requirements

Applicants for the certificate must submit the following documents:

- An official transcript from an accredited university demonstrating successful completion of an undergraduate degree, with a 3.0 GPA or better
- Professional resume or CV
- Personal statement
- An interview with a faculty member may be required
- The department chair may require a writing sample if applicants submit a personal statement that contains any grammatical mistakes, spelling errors, or poorly organized text.

University Learning Experience

Virtual Learning Experience (VLE) - Optional, Community Learning Experience (CLE) - Optional

All new students begin their studies with Welcome Week activities that are held online during the week ahead of the start of the semesters. Participation is strongly encouraged.

No face-to-face residential learning experiences are required for this Certificate. However, students are invited to attend Saybrook's biannual face-to-face Community Learning Experiences (falls of odd calendar years) or virtual learning experiences (first week of each fall and spring semester) where they will meet other Saybrook students, faculty, and staff.

Students enrolled in the MBM certificate programs must attend any residential, community, or virtual learning experience as required for the courses.

Credits/Hours

The Clinical and Applied Hypnosis Certificate is a 9-Credit Certificate.

Mode of delivery

Courses are presented as a combination of reading assignments, videos, live videoconferences, asynchronous class discussions and written assignments. Each class format may vary based on content and instructor preference and students are encouraged to review the course syllabus and Canvas course shell prior to the start of each term to assess the requirements of each course.

Length of Program

The Clinical and Applied Hypnosis Certificate may be completed in 1 year consisting of 3 consecutive terms.

Required Courses

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

APH 5625 - Intermediate 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. 3.0 credits. Prerequisite(s): APH 5620 Basic Hypnosis 3 credit(s)

APH 5594 - Advanced Hypnosis

This course provides 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 acapstone essay, integrating their learning in the imagery and hypnosis course sequence, along with their learning in the advanced practicum course. 3.0 credits. Summer Term. Prerequisite(s): APH 5620 Basic Hypnosis and APH 5625 Intermediate Hypnosis 3 credit(s)

Complex Trauma and the Healing Process Certificate

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

Overview of Certificate

This certificate is co-sponsored by the Department of Humanistic Clinical Psychology and Department of Transformative Social Change.

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.

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Learning Outcomes (PLOs)

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.

Career Opportunities

The knowledge and skillset acquired through this certificate will help advance the work and effectiveness of professionals or workers. Completing this certificate does not position one for clinical practice or treatment if they are not a mental health professional.

- Mental health professionals
- Healthcare professionals
- Educators
- Community organizers
- Researchers
- Human resource workers

Certificate Requirements

Admissions Requirements

Students must have a master's degree in a human service discipline or a comparable career path.

Saybrook students not matriculating in the Clinical Psychology PhD. program may enroll in the specialization. However, they must have a master's degree in a human service disciple.

Residential /University / Virtual Learning Experience

All new students begin their studies with a Welcome Week. Welcome Week activities, including a certificate program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

No face-to-face residential learning experience (RLEs) are required for this certificate. However, students are invited to attend any of Saybrook's face-to-face residential learning experiences (RLEs), community learning experiences (CLEs) and/or virtual learning experiences (VLEs) where they will meet other Saybrook students, faculty, and staff.

Credits/Hours

Hours

This certificate requires a total of 15 credit hours.

Mode of Delivery

Online required; in-person optional.

Length of Certificate

- 15 credit hours
- Potentially 6 credits (two courses) per academic term

Required Courses

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 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/attractionality, 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 8172 - Trauma: Mind, Body, and Spiritual Dynamics

The focus upon the mind-body connection in the understanding and achievement of well-being is an approach spanning thousands of years in contemplative practices and ancient traditions. In this course, students evaluate and engage in an exploration of the theory and effects of trauma within the mind and body. Spiritual dynamics involved in traumatic stress, as well as implications for psychospiritual growth, when affected by traumatic stress are explored. This course is required for the Complex Trauma & the Healing Process Certificate. 3 credit(s)

Elective Courses

Choice of Two (2) Electives

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)

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)

Contemplative End of Life Care Certificate

Overview of Program

The Contemplative End of Life Care Certificate 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 Contemplative End of Life Care Certificate program 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. This 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.

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.

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.

Career Opportunities

Graduates will provide direct care and education for clients with chronic conditions and those approaching end of life.

Certificate Requirements

Admissions Requirements

Applicants for the non-degree Contemplative End of Life Care Certificate must submit the following documents:

- An official transcript from an accredited university demonstrating successful completion of an undergraduate degree, with a 3.0 GPA or better;
- Professional resume or CV;
- Personal statement;
- The Department chair may require a writing sample if applicants submit a personal statement that contains any grammatical mistakes, spelling errors, or poorly organized text.

University Learning Experience

Virtual Learning Experience (VLE) - Optional, Community Learning Experience (CLE) - Optional

All new students begin their studies with Welcome Week activities that are held online during the week ahead of the start of the semesters. Participation is strongly encouraged.

No face-to-face residential learning experiences are required for this Certificate. However, students are invited to attend Saybrook's biannual face-to-face Community Learning Experiences (falls of odd calendar years) or virtual learning experiences (first week of each fall and spring semester) where they will meet other Saybrook students, faculty, and staff.

Students enrolled in the MBM certificate programs must attend any residential, community, or virtual learning experience as required for the courses.

Credits/Hours

Students should expect to spend approximately 40 hours per every 1 credit hour, or 120 hours of schoolwork for each 3-credit course, engaged in schoolwork (e.g., reading, watching videos, completing assignments, and more). Therefore, students should anticipate spending approximately 8 hours per week on schoolwork for each 15-week course. The actual time needed will vary by course, by week, and by student.

Mode of Delivery

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 faculty and peers. The classes incorporate a variety of instructional and assessment methods including asynchronous discussion forums, live videoconferences, interactive web-based activities, and written assignments. In addition, the MBM department utilizes virtual and residential learning experiences for real-time training, to support online classes. These virtual and community learning conferences are usually held at the start of the spring and fall semesters.

Fall and spring semesters are 15 weeks; summer courses are 8 or 12 weeks long.

Length of Program

The average time to complete the 12-credit CEOL certificate requirements can be completed within four semesters (e.g., 1.5 years). The timing depends on the course rotation schedule.

Required Courses

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. Offered: Summer (12 weeks)
Prerequisite(s): None 3 credit(s)

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. Offered: Fall, 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Spring. 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Summer 12 weeks. 3 credit(s)

Creativity, Innovation, and Leadership Certificate

Overview of Program

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, and social transformation. Understanding the dynamics of creativity can enhance professional growth and personal well-being. There is a vital role for creativity, innovation and leadership in making the most of our self-awareness and furthering our human potential. The Creativity, Innovation, and Leadership Certificate is designed to understand the history, research, and to apply creativity, innovation, and Leadership to the student's professional field of study. The Creativity, Innovation, and Leadership Certificate will give students a broad understanding of creativity, innovation, and leadership research and allow students and non-degree individuals to pursue specific areas of interest.

Program Learning Outcomes

Upon completion of the Certificate, students will be able to...

1. Delineate their own conceptions about creativity, innovation, and leadership based on literature and their own lived experiences.
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, innovation, and leadership in their everyday lives and eminent creativity.
6. Describe whether creativity, innovation, or leadership 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, innovation and leadership have been researched, including through qualitative and quantitative methods.
8. Explain several ways in which students might enhance creativity, innovation and leadership skills in their own particular area of interest at both the individual and societal level.
9. Teach basic information about creativity as creative or thought leaders to individuals or groups.
10. Conduct a theoretical exploration of a particular area of creativity, innovation, and leadership, 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, innovation, and leadership and about oneself.
14. Take a creative risk and have some fun!

Career Opportunities

Graduates will provide thoughtful, human-centered leadership that integrates creativity, innovation, and psychological insight to positively influence systems and communities.

Certificate Requirements

Admissions Requirements

Admissions Requirements

Applicants for the non-degree Creativity, Innocation, and Leadership Certificate must submit the following documents:

- An official transcript from an accredited university demonstrating successful completion of an undergraduate degree, with a 3.0 GPA or better;
- Professional resume or CV;
- Personal statement; and
- The Department chair may require a writing sample if applicants submit a personal statement that contains any grammatical mistakes, spelling errors, or poorly organized text.
- Certificate students must provide official transcripts showing completion of an undergraduate or graduate level science course in the past 10 years.

University Learning Experience

Virtual Learning Experience (VLE) - Optional, Fall semesters; Community Learning Experience (CLE) - Optional

All new students begin their studies with a Welcome Week. Welcome Week activities, including a certificate program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

Starting with the Fall 2022-2023 academic year, all psychology students will be required to attend only the five-day fall semester Virtual Learning Experience (VLE) each academic year. Our VLEs 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. During the VLEs, 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, relationships, and transformative change.

Credits/Hours

Students should expect to spend approximately 40 hours per every 1 credit hour, or 120 hours of schoolwork for each 3-credit course, engaged in schoolwork (e.g., reading, watching videos, completing assignments, and more). Therefore, students should anticipate spending approximately 8 hours per week on schoolwork for each 15-week course. The actual time needed will vary by course, by week, and by student.

Length of Program

The average time to complete the 12-credit CIL certificate requirements can be completed within two to four semesters. The timing depends on the number of courses taken and course offerings.

Required Courses

HP-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)

HP-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)

Choice of 2 Electives directly related to creativity, innovation, and leadership

HP-CIL 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)

HP-CIL 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 CSIH 3160 & EHP 3160 3 credit(s)

HP-CIL 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)

HP-CIL 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)

HP-CIL 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. Cross-listed with EHP 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s)

HP-CIL 4526 - Creativity and The Art of Writing

This course provides an overview of the research relevant to the field of Creativity 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)

HP-CIL 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)

HP-CIL 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)

Foundations of Existential-Humanistic Practice Certificate

Overview of Certificate

Saybrook University, initially founded as the Humanistic Psychology Institute, has a long-standing history of promoting scholar-practitioners grounded in humanistic, existential, and transpersonal psychologies. The Existential-Humanistic Psychology (EHP) Specialization holds the core of Saybrook's legacy, grounding psychotherapy practitioners in the humanistic paradigm as the psychology of the whole human in a global context. Academicians and researchers are trained in an approach to psychology that honors humanistic values in research, healing, practice, and education. Therefore, affiliation with the Existential-Humanistic Institute (EHI) is in alignment with Saybrook's mission to "relentlessly pursue a socially just, sustainable world by educating humanistic leaders who transform their fields and communities." (www.saybrook.edu).

This agreement honors the work of the Existential-Humanistic Institute (EHI), which is a practice institute providing clinical training and offering courses on the principles of existential-humanistic philosophy and practice, the inner search process, and the responsibility of the therapist" (www.ehiinstitute.org). As the Existential Humanistic Institute was founded by alumni of Saybrook University, this agreement is intended to honor the vision, values, and ideals of both organizations, enrich offerings to a wider number of students, and mutually flourish.

Through the partnership between SU and EHI, Saybrook students have an opportunity to complete a unique certificate from Saybrook University Existential-Humanistic Institute (SU-EHI) titled: Foundations of Existential-Humanistic Practice.

*Students who satisfy both the course requirements and clinical training will be eligible for this Certificate.

Learning Outcomes (PLOs)

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.

Career Opportunities

This certificate program is well-suited for those who seek to deepen their experience in providing relational psychotherapy, as well as their grounding in an existential-humanistic and existential-integrative approach to clinical work with clients. It will also appeal to scholars of these therapy approaches to better inform research designs in qualitative and quantitative methods and methodologies. Finally, it will be attractive to those who wish to enhance their effectiveness as educators and Faculty in teaching existential-humanistic and existential-integrative approaches in graduate institutions.

Certificate Requirements

Admissions Requirements

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.
One year of personal therapy taken either before or during the year-long program is strongly recommended.

Residential /University / Virtual Learning Experience

All new students begin their studies with a Welcome Week. Welcome Week activities, including a certificate program orientation, are held online during the week ahead of the start of the fall and spring semesters. Participation is strongly encouraged.

No face-to-face residential learning experiences (RLEs) are required for this certificate. However, students are invited to attend any of Saybrook's face-to-face residential learning experiences (RLEs), community learning experiences (CLEs) and/or virtual learning experiences (VLEs) where they will meet other Saybrook students, faculty and staff.

This certificate is offered in collaboration with the Existential-Humanistic Institute (EHI): Http://ehinstitute.org/ehi-saybrook-eh-psychology-therapy-certificate.html. The required experiential is managed by EHI, including associated costs, location, dates, etc.

Note: Saybrook degree-matriculating students may substitute one RLE, VLE, or CLE by attending one EHI experiential retreat.

Certificate Specific Requirements (outside of university policies)

Two experiential courses offered through EHI:

EHTP 2045 - Existential-Humanistic Therapy: Experiential I

This course is the first of two four-day experiential courses taught by Existential-Humanistic Institute/Saybrook instructors as part of the Certificate program leading to a Certificate in the Foundations of Existential-Humanistic Practice. This Certificate program requires that both Part I and Part II be taken sequentially. The courses will be held off site, in October and March. For specific dates and more information visit the Existential-Humanistic Institute website at https://ehinstitute.org/ehi-saybrook-certificate/ and click on "Training Tracks." This skill development course and the next has specific learning objectives: (a) how to cultivate personal and relational presence, (b) how to attend to intrapsychic and interpersonal processes, (c) how to illuminate personal life meanings, (d) how to cultivate a therapeutic relationship that effects change, (e) how to work with transference and counter transference within an existential context, (f) how to work existentially with resistance, and (g) how to recognize and work with existential life issues which may be present but disguised. Instructors will teach the principles of the e-h approach through live and video demonstrations, experiential exercises, and dyad work. 3 credit(s)

EHTP 2046 - Existential-Humanistic Therapy: Experiential II

This course is the second of two four-day experiential courses given by Existential-Humanistic Institute/Saybrook instructors as part of the Certificate program leading to a Certificate in the Foundations of Existential-Humanistic Practice. This Certificate program requires that both Part I and Part II be taken sequentially. The courses will be held off site, EHTP 2045 in October and EHTP 2046 in March. For specific dates and more information visit the Existential-Humanistic Institute website at www.ehinstitute.org., click on "Certificate programs." Experiential courses I and II will offer some theory but will primarily focus on skill development. The existential- humanistic approach will be taught in live and video demonstrations, experiential exercises, and dyad work. An overarching assumption of the e-h approach is that it is the client's in the moment experiencing that forms both the underlying and actual process of therapy. This assumption anchors the existential practitioner in the principles of practice that focus on experience over explanation and process over content. This skill development, experiential course EHTP 2046 builds on experiential course EHTP 2045 by deepening the student's ability to cultivate therapeutic presence, to attend to both intrapsychic and interpersonal processes, to recognize and illuminate personal life meanings, to cultivate a safe and intimate therapeutic relationship, to work with transference and counter transference within an existential context, to work existentially with resistance, and to recognize and work with existential life issues which may be present but disguised. By gaining competency in these fundamental principles, the student will have a solid skill set for effective practice and have a

foundation from which additional approaches such as a cognitive-behavioral one can be employed. The Certificate program is intended as a mentoring experience that emphasizes the development of the practitioner as a whole person, appreciating that clinical practice is an art as much as a science. 3 credit(s)

Credits/Hours

Hours

Students in the certificate program will undertake 9 hours of coursework at Saybrook (three 3-credit courses, 9 and 6 hours of coursework; two 3-credit courses through the Existential-Humanistic Institute).

Mode of Delivery

Course delivery is online, with the exception of experiential courses taken at EHI.

Length of Certificate

The Certificate Program can be completed over two years during fall and spring Semesters.

Required Courses

The certificate requires the following:

- Students complete the online courses in existential-humanistic practice, which will cover the content requirements for the SU-EHI certificate offered through the Saybrook curriculum.

Note: If SU-EHI students are interested in pursuing more advanced training, they will be directed to the EHI website (http://ehinstitute.org/).

- Students will participate fully, and complete residential training provided by EHI. The training will satisfy one of the Saybrook residential requirements in accordance with the Residential Learning Experience Substitution Policy.
- It is the responsibility of the student to cover all costs of the EHI experiential.
- Students will complete an additional online or in-person consultation group series of five (5) sessions offered through EHI.
- Students are responsible for paying additional fees for the experiential training and consultation directly to EHI. Related costs will be posted on the EHI website.

EHP 2040 - Existential Psychotherapies

The existential psychotherapist works with fundamental existential themes of human existence: death and freedom, constriction and expansion, 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 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. Part III (application) uses the case study method to consider how existential psychotherapy can be applied to a diverse set of problems and clientele. 3 credits 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. 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. 3 credit(s)

Integrative and Functional Nutrition Certificate

Overview of Certificate

The Integrative and Functional Nutrition Certificate provides an alternative for individuals who wish to obtain an introduction to integrative and functional approaches to nutrition. The certificate is a 12-credit program which includes four 3-credit hours academic courses.

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.

Career Opportunities

The Integrative and Functional Nutrition Certificate is not designed to fulfill the current academic requirements for the Certified Nutrition Specialist (CNS) exam, the Certified Clinical Nutritionist (CCN) credential, or the Registered Dietitian Nutritionist (RDN®) credential.

Depending upon each state's specific credentialing and practice requirement, those who complete the Certificate program 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).

Certificate Requirements

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;
- 250-500-word personal statement explaining their professional interest in pursuing the certificate in Integrative and Functional Nutrition;
- Current resume or CV.

University Learning Experience

Virtual Learning Experience (VLE) - Optional, Community Learning Experience (CLE) - Optional

All new students begin their studies with Welcome Week activities that are held online during the week ahead of the start of the semesters. Participation is strongly encouraged.

No face-to-face residential learning experiences are required for this Certificate. However, students are invited to attend Saybrook's biannual face-to-face Community Learning Experiences (falls of odd calendar years) or virtual learning experiences (first week of each fall and spring semester) where they will meet other Saybrook students, faculty, and staff.

Students enrolled in the MBM certificate programs must attend any residential, community, or virtual learning experience as required for the courses.

Credits/Hours

The Integrative and Functional Nutrition Certificate provides an alternative for the individual who wishes to obtain an introduction to integrative and functional approaches to nutrition. The certificate is a 12-credit program, including four academic courses.

Mode of Delivery

Utilizing Canvas as the Learning Management System (LMS), IFN courses are delivered in a mostly asynchronous manner with weekly or biweekly due dates for assignments. IFN courses are supplemented with live Zoom videoconferences. Most IFN courses require attendance at 2-3 live videoconferences.

Length of Certificate

The Integrative and Functional Nutrition Certificate 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. Full time students (6 credit hours per semester) will take 2 semesters (about 8 months) to complete the Certificate. Part time students (3 credit hours per semester) will take 4 semesters (about 16 months) to complete the Certificate).

Required Courses

Choose 4 from the list below.

IFN 5515 - Lifestyle Medicine for Nutrition Professionals

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, of even years Course Length: 15 weeks

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.
Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer. Prerequisite(s): None 3 credit(s)

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, of odd years Course Length: 15 weeks

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

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

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

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

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. 3 credit(s)
Offered: SU-Term A Course Length: 8 weeks

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. Offered: FA-Term A/B Course Length: 15 weeks Prerequisite(s): IFN 5520 (or proof of previous nutrition coursework), IFN 5704 (or proof of previous Anatomy/Physiology coursework) 3 credit(s)

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

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: Summer A, Fall A/B Course Length: 15 weeks

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

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

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 A/B Course Length: 15 weeks

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.

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

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 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

IFN 5525 - Introduction to Culinary Nutrition

This course provides a comprehensive overview of the principles of culinary nutrition, emphasizing the relationship between diet, health, and disease prevention. Students will explore the basics of nutrition science, macronutrients, micronutrients, and the role of whole foods in maintaining health and wellness. This course will emphasize practical applications of culinary skills, integrating the science of nutrition with the art of cooking, to support health and wellness. 3 credit(s)

IFN 5526 - Cultural Competency in Culinary Nutrition

This course focuses on the importance of cultural competency in culinary nutrition, emphasizing the diverse dietary practices and food traditions around the world. Students will explore how cultural beliefs and practices influence dietary choices and nutritional health. The course includes lectures, cultural food studies, and practical culinary labs to develop culturally sensitive dietary recommendations and meal plans. Prerequisite(s): None. 3 credit(s) Offered: Spring A/B 3 credit(s)

IFN 5527 - Whole Foods Cooking Lab (Remote)

This remote course combines theoretical knowledge with practical cooking skills, focusing on the preparation of whole foods to promote health and prevent disease. Students will participate in live cooking demonstrations, virtual kitchen labs, and interactive discussions. The course emphasizes the selection, preparation, and culinary techniques of whole foods, with a focus on plant-based nutrition. Prerequisite(s): None. 3 credit(s). Offered: Summer. No RC required. Length: 12 weeks 3 credit(s)

Integrative Wellness Coaching Certificate

Overview of Certificate

The Integrative Wellness Coaching (IWC) Certificate 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 Integrative Wellness Coaching Certificate program offers one enrollment period in the spring semester. By completing the required coursework and passing the practical examination, students will earn a Certificate in Integrative Wellness Coaching.

Saybrook's Integrative Wellness Coaching (IWC) Certificate program is accredited by the International Coaching Federation (ICF) as a Level 1 program with 125 contact hours and is a National Board of Health and Wellness Coaching (NBHWC) Approved Training Program with 88 instructional hours.

Note: As part of the certificate courses, students will complete a Practical Skills Assessment (PSA), four additional skill evaluations, and a practical examination. Students must 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.

The Integrative Wellness Coaching (IWC) Certificate program is available to all students interested in Integrative Wellness Coaching who do not currently hold an ICF or NBHWC credential. Students who have completed part of the program before 2025 must retake the 2025 IWC Certificate program in its entirety to align with updated ICF and NBHWC accreditation standards. The IWC Certificate program is unavailable to Teaching Fellows, adjunct faculty, or core faculty, and auditing the program courses is not permitted

Learning Outcomes (PLOs)

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.

Career Opportunities

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.

Certificate Requirements

Admissions Requirements

Applicants for the Certificate must submit the following documents:

- An official transcript from an accredited university demonstrating successful completion of an undergraduate degree, with a 3.0 GPA or better;
- Professional resume or CV;
- Personal statement;
- The Department chair may require a writing sample if applicants submit a personal statement that contains any grammatical mistakes, spelling errors, or poorly organized text.
- Interview with the IWC Certificate Program Director

Residential /University / Virtual Learning Experience

Virtual Learning Experience (VLE) - Optional, Community Learning Experience (CLE) - Optional

All new students begin their studies with Welcome Week activities that are held online during the week ahead of the start of the semesters. Participation is strongly encouraged.

No face-to-face residential learning experiences are required for this Certificate. However, students are invited to attend Saybrook's biannual face-to-face Community Learning Experiences (falls of odd calendar years) or virtual learning experiences (first week of each fall and spring semester) where they will meet other Saybrook students, faculty, and staff.

Students enrolled in the MBM certificate programs must attend any residential, community, or virtual learning experience as required for the courses.

Credits/Hours

Students should expect to spend approximately 40 hours per every one credit hour, or 120 hours of schoolwork for each 3-credit course, engaged in schoolwork (e.g., reading, watching videos, completing assignments, and more). Therefore, students should anticipate spending approximately 8 hours weekly on schoolwork for each 15-week course. The time needed will vary by course, week, and student.

Mode of Delivery

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 faculty and peers. The classes incorporate various instructional and assessment methods, including asynchronous discussion forums, live videoconferences, interactive web-based activities, and written assignments. In addition, the MBM department utilizes virtual and residential learning experiences for real-time training to support online classes. These virtual and community learning conferences are held at the start of the spring and fall semesters.

Fall and spring semesters are 15 weeks; summer courses are 8 or 12 weeks long.

Length of Certificate

The average time to complete the 9-credit IWC certificate requirements is three semesters or one year, starting in the spring (15 weeks), continuing in the summer 8 weeks), and ending in the fall semester (15 weeks).

Required Courses

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 Course Length: 15 weeks. VLE 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 Course Length: 8 weeks. No VLE

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 Course Length: 15 weeks. No ULE

Mind-Body Medicine Certificate

Courses taken for this certificate can be applied toward an MBM degree if students choose to apply to and are accepted to an MBM degree program.

Overview of Certificate

Mind-Body Medicine (MBM) Certificate program is an option for non-CIMHS degree students to integrate a variety of mind-body therapies and practices into their daily life and professional work. This program attracts students from various 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 certificate does not lead to licensure.

Learning Outcomes (PLOs)

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.

Career Opportunities

Students who are already credentialed as healthcare practitioners enhance their practice with new skills in mind-body medicine.

Certificate Requirements

Admissions Requirements

Applicants for the Certificate must submit the following documents:

- An official transcript from an accredited university demonstrating successful completion of an undergraduate degree, with a 3.0 GPA or better;
- Professional resume or CV;
- Personal statement;
- An interview with a faculty member may be required
- The Department chair may require a writing sample if applicants submit a personal statement that contains any grammatical mistakes, spelling errors, or poorly organized text.

Courses selected from the list of options are subject to prerequisite requirements (i.e.., Anatomy and Physiology)

University Learning Experience

Virtual Learning Experience (VLE) - Optional; Community Learning Experience (CLE) - Optional

All new students begin their studies with Welcome Week activities that are held online during the week ahead of the start of the semesters. Participation is strongly encouraged.

No face-to-face residential learning experiences are required for this Certificate. However, students are invited to attend Saybrook's biannual face-to-face Community Learning Experiences (falls of odd calendar years) or virtual learning experiences (first week of each fall and spring semester) where they will meet other Saybrook students, faculty, and staff.

Students enrolled in the MBM certificate programs must attend any residential, community, or virtual learning experience as required for the courses.

Credits/Hours

Students should expect to spend approximately 40 hours per every one credit hour, or 120 hours of schoolwork for each 3-credit course engaged in schoolwork (e.g., reading, watching videos, completing assignments, and more). Therefore, students should anticipate spending approximately 8 hours weekly on schoolwork for each 15-week course. The time needed will vary by course, week, and student.

Mode of Delivery

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 faculty and peers. The classes incorporate a variety of instructional and assessment methods including asynchronous discussion forums, live videoconferences, interactive web-based activities, and written assignments. In addition, the MBM department utilizes virtual and residential learning experiences for real-time training, to support online classes. These virtual and residential learning conferences are usually held at the start of the spring and fall semesters.

Fall and spring semesters are 15 weeks; summer courses are 8 or 12 weeks long.

Length of Certificate

The average time to complete the 13-credit certificate requirements can be between two or four semesters. It depends on full or part-time status, course choices, and when the courses are offered within the academic year.

Required Courses

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. Offered: FA, SP, and SU. Course Length: 15 weeks (SU 12 weeks) 3 credit(s)

MBM 0506 - 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 degrees' programs and is optional for the PhD in Integrative Social Work.. 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. Offered: FA and SP. VLE or CLE requirement. 1 credit(s) 1 credit(s)
RC required

Choose three of the following courses:

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. Offered: FA. Course Length: 15 Weeks. ULE Required.

Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: Fall, 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Spring. 15 weeks. Prerequisite(s): None 3 credit(s)

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.

Offered: SP. Course Length: 15 Weeks.

3 credit(s)

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.
Offered: FA Course Length: 15 Weeks. ULE Required. 3 credit(s)

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 be encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life.
Offered: FA. Course Length: 15 Weeks. ULE Required. 3 credit(s)

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 learning experience, as well as exploring and writing about their experience practicing one approach. Offered: Offered SP. Course Length: 15 weeks. ULE required. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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 A/B Course Length: 15 weeks

MBM 5569 - Mindful Consulting

The professional consultant working in the health care system exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in inspiring a process of positive change. This course takes a humanistic approach to consulting practices by facilitating a process of positive inquiry, discovery, and learning during which the client decides future directions and actions for the organization.
This course incorporates mindfulness as an approach to delivering and practicing consulting, specifically through concepts such as positive inquiry, mutual respect, and joint responsibility for outcomes. It also provides a chance to explore and experience business-oriented skill development, including writing styles, creating and delivering customized proposals, and making effective presentations applicable to healthcare.

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 a teacher, HR manager, counselor, coach, or leader.

Offered: SU, even years. 12 Weeks.

3 credit(s)

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. Offered: SU Course Length: 12 weeks 3 credit(s)

MBM 5701 - Facilitating Mind-Body-Spirit Integration Programs

Mind-Body-Spirit Integration (MBSI) programs are designed to promote balance and integration of the mind, body, and spirit. The specific content and focus of MBSI programs can vary, but they generally involve a combination of different techniques and practices designed to promote mind-body-spirit integration. This may include movement, meditation, mindfulness practices, imagery, expressive activities, breathing exercises, group sharing, and other practices provided in a group setting.

This course covers the essential elements of leading MBSI groups, such as how to design a curriculum and structure sessions, communication and facilitation skills, ethical considerations, and cultural misappropriation concerns. Students will maintain a practice of their choice, lead practices in group sessions, and design their own MBSI curriculum. There will be ongoing discussions of the group process and challenges of group facilitation.
Offered: TBD. Course Length: 15 Weeks. Prerequisite(s): MBM 0506 Mind-Body-Spirit Integration Seminar, MBM 5710 Mind-Body Therapies and Practices and at least one MBM practice course (refer to MBM certificate courses). 3 credit(s)

> Courses with an asterisk * indicate a 1 or 2-day virtual or community learning experience (VLE or CLE). Refer to the course description for details.

Neurofeedback Certificate

Overview of Program

The Neurofeedback Certificate program 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 virtual conferences. The certificate offers an enrollment period beginning in the fall semester. The first course begins in fall semester and continues through the end of the summer semester.

Program Learning Outcomes

1. Proficiency in Neurofeedback Techniques: Students will demonstrate proficiency in utilizing neurofeedback technologies and protocols. They will develop the skills necessary to accurately set up and configure neurofeedback equipment, collect and analyze neurophysiological data, and interpret the results to guide neurofeedback training sessions effectively.
2. Application of Neurofeedback in Clinical Settings: Students will learn to assess client needs and develop tailored neurofeedback protocols based on individual goals and conditions. Students will gain skills in designing and implementing neurofeedback-based interventions to enhance self-regulation, cognitive function, and emotional well-being.
3. Ethical and Professional Practice: Students will understand and adhere to ethical guidelines and professional standards when utilizing neurofeedback in clinical practice. They will demonstrate knowledge of the ethical considerations specific to neurofeedback, such as informed consent, confidentiality, and client autonomy. Students will also develop skills in establishing rapport with clients, communicating effectively, and maintaining professional boundaries throughout the neurofeedback training process.

Career Opportunities

Multiple career options exist in both public and private clinical settings for those with skills in neurofeedback. Some, but not all of these settings may require a license to practice health care.

Program Requirements

Admissions Requirements

Applicants for the Neurofeedback Certificate must submit the following documents:

- An official transcript from an accredited university demonstrating successful completion of an undergraduate degree, with a 3.0 GPA or better
- Professional resume or CV
- Personal statement
- An interview with a faculty member may be required
- The department chair may require a writing sample if applicants submit a personal statement that contains any grammatical mistakes, spelling errors, or poorly organized text.

University Learning Experience

Virtual Learning Experience (VLE) - Optional; Community Learning Experience (CLE) - Optional

All new students begin their studies with Welcome Week activities that are held online during the week ahead of the start of the semesters. Participation is strongly encouraged.

No face-to-face residential learning experiences are required for this Certificate. However, students are invited to attend Saybrook's biannual face-to-face Community Learning Experiences (falls of odd calendar years) or virtual learning experiences (first week of each fall and spring semester) where they will meet other Saybrook students, faculty, and staff.

Students enrolled in the MBM certificate programs must attend any residential, community, or virtual learning experience as required for the courses.

Program Specific Requirements

Students are asked to purchase their own biofeedback equipment to complete these courses. A limited number of biofeedback instruments are available for loan or rent. Please contact the APH Program Director for further information.

Credits/Hours

9 credits

Mode of Delivery

Courses are presented as a combination of reading assignments, videos, live videoconferences, asynchronous class discussions and written assignments. Each class format may vary based on content and instructor preference and students are encouraged to review the course syllabus and Canvas course shell prior to the start of each term to assess the requirements of each course.

Length of Program

9-credits

Required Courses

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. 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology 3 credit(s)

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. 3 credits. One day virtual or in-person lab required depending on schedule. Course Length: 15 weeks Prerequisite(s): APH 5051, APH 5101 and APH 5271 3 credit(s)

Choice of one:

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. 3 credits. Pre-requisites: APH 5271 Prerequisite(s): APH 5271 EEG Biofeedback: Assessment and Intervention 3.0 credit(s)

Or

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. 3 credits. Prerequisite(s): APH 5271 EEG Biofeedback: Assessment and Intervention 3.0 credit(s)

Or

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 quantitative electroencephalogram (QEEG) and heart rate variability HRV) in relation to entrainment, (6) physiology of audiovisual entrainment (AVE), (7) standard studies on AVE, (8) cognitive studies on AVE, (9) cranial electrical stimulation (CES), (10)) transcranial direct-current stimulation (tDCS), (11) HRV - breath-work exercise, (12) programming with the DAVID session editor, (13) use of "alpha stim"-like devices to alter states of consciousness, and (14) neuromodulation including repetitive transcranial magnetic stimulation (rTMS). 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology and APH 5101 Intermediate Biofeedback and Psychophysiological Recording. 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 2026-2027 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 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 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. 3 credits. Offered SP -- Term B. Course length: 8 weeks. Pre-requisites: Undergraduate courses in psychology and biology (or APH5001, APH5002). Prerequisite(s): Pre-requisites: Undergraduate courses in psychology and biology (or APH 5001, APH 5002). 3 credit(s)

APH 5101 - Intermediate Biofeedback and Psychophysiological Recording

This course is designed to follow APH5622, Basic Biofeedback, APH5627, Intermediate Biofeedback, and APH5051 Fundamentals of Psychophysiology. The information about biofeedback covered in the basic and intermediate biofeedback courses is not repeated here. This course continues from the Fundamentals of Psychophysiology course to provide in-depth material leading to an understanding of the physiology and methodology underlying common

psychophysiological recording techniques used in behavioral medicine. It provides sufficient material about psychophysiology and its techniques so students will (a) know the psychophysiological basis for performing recordings, (b) what the common assessments and interventions are as well as how they work, (c) what the common associated interventions are, (d) how the recording devices work in a variety of settings, (e) how to perform an effective recording and, (f) how to perform effective psychophysiological assessments and interventions. The course emphasizes environmental recording and assessment techniques for work-based situations in support of athletes, musicians, soldiers, etc. who need to perform optimally in a variety of situations. Techniques emphasized include breathing evaluation, startle responses, ERPs, P300s and other brain responses to stimuli, pheromones, methods of assessing stress responses, etc. The strengths and weaknesses of evidence supporting the use of biofeedback and other psychophysiological techniques for a variety of dysfunctions are reviewed and performance skills are detailed. Prerequisite(s): APH 5622 Basic Biofeedback 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5051 3.0 credit(s)

APH 5126 - Psychophysiological Research

This specialized research course is intended to provide the depth and specificity in psychophysiological research that psychophysiology majors need to be proficient in understanding the psychophysiological literature and to design, perform, and analyze their own research studies. It extends the material presented on quantitative research covered in RES2500. It is not intended to repeat the material presented in RES2500. This course covers the basic steps and timeline of a project, steps in formulating and maturing a question, research ethics, the protocol approval process, and methods for determining a project's feasibility and relevance. The logic and progression of study designs used to evaluate the efficacy of behavioral medicine studies are detailed and exemplified. Topics include single-subject and single-group designs - cohorts, multiple-group designs, strengths and weaknesses of longitudinal and cross-sectional studies, and 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. Prerequisite(s): RES 2100 Research Foundations and Literacy and RES 2500 Quantitative Data Collection and Statistics 3 credit(s)

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 psychophysiologically 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. 3 credits. Prerequisite(s): APH 5051 3.0 credit(s)

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 believes about what is around us. This course explores the mechanisms through which hormones and perceptions lead to many of our most fundamental beliefs and the behaviors based on them. 3 credits. Prerequisite(s): APH 5051 3 credit(s)

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 quantitative electroencephalogram (QEEG) and heart rate variability HRV) in relation to entrainment, (6) physiology of audiovisual entrainment (AVE), (7) standard studies on AVE, (8) cognitive studies on AVE, (9) cranial electrical stimulation (CES), (10)) transcranial direct-current stimulation (tDCS), (11) HRV - breath-work exercise, (12) programming with the DAVID session editor, (13) use of "alpha stim"-like devices to alter states of consciousness, and (14) neuromodulation including repetitive transcranial magnetic stimulation (rTMS). 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology and APH 5101 Intermediate Biofeedback and Psychophysiological Recording. 3 credit(s)

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. 3 credits. One day virtual or in-person lab required depending on schedule. Course Length: 15 weeks Prerequisite(s): APH 5051, APH 5101 and APH 5271 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5051 Fundamentals of Psychophysiology 3 credit(s)

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. 3 credits. Prerequisite(s): APH 5271 EEG Biofeedback: Assessment and Intervention 3.0 credit(s)

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. 3 credits. Prerequisite(s): APH 5051 3 credit(s)

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 credits. Course Length: 16 weeks. 3 credit(s)

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 credits. 3 credit(s)

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.
Course Length: 15 weeks. 3 credit(s)

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 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. Student's register for this course in their first term but attend throughout their Saybrook career. Course meets one evening each month during each term. 1 credit(s)

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. 3 credits. Pre-requisites: APH 5271 Prerequisite(s): APH 5271 EEG Biofeedback: Assessment and Intervention 3.0 credit(s)

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. 3 credits. Prerequisite(s): APH 5101 Intermediate Biofeedback and Psychophysiological Recording 3 credit(s)

APH 5594 - Advanced Hypnosis

This course provides 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 acapstone essay, integrating their learning in the imagery and hypnosis course sequence, along with their learning in the advanced practicum course. 3.0 credits. Summer Term. Prerequisite(s): APH 5620 Basic Hypnosis and APH 5625 Intermediate Hypnosis 3 credit(s)

APH 5595 - Advanced Biofeedback

This course includes online contact with faculty and follow students, directed readings and research in specialty areas, as well as applied practice of biofeedback and/or neurofeedback with regular group-based supervision. 3 Credits. Offered every term depending on enrollment numbers. 3 credit(s)

APH 5620 - Basic 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 current Standards of Training in Clinical Hypnosis by the American Society of Clinical Hypnosis and the Society for Clinical and Experimental Hypnosis. 3 Credits 3 credit(s)

APH 5622 - Basic Biofeedback

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. Each student must purchase their own biofeedback equipment. See the course syllabi for details. 3 credit(s) 3 credit(s)

APH 5625 - Intermediate 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. 3.0 credits. Prerequisite(s): APH 5620 Basic Hypnosis 3 credit(s)

APH 5801 - Anomalous Phenomena: Tools for Assessment and Investigation

Behavioral sciences professionals frequently encounter reports by human beings experiencing paranormal and transpersonal events. It is difficult to establish the reliability of these reports. Studying this problem helps professionals learn how to establish the reliability of other reports of everyday stressful, unanticipated events. It is also 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 in the course include: 1) the 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. Saybrook faculty and advisors with expertise in the investigation of anomalous phenomena will present on these topics with emphasis on critical assessment of reports of anomalous phenomena, current state of the scientific literature, and methods for investigating these phenomena. 3 credits. 3 credit(s)

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 6493 - Psychological Aspects of Athletic Injury

This course provides students with a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation. The course will outline the importance of a holistic, person-centered, interprofessional approach to sport injury management and care. This includes theoretical and empirical understanding of sport injury risk factors, as well as rehabilitation, and return-to-sport/transitioning out of sport process. 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. Course Length: 15 weeks.
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)

Counseling

CES CRED01 - Conference Credit

0 credit(s)

CES CRED02 - Conference Credit

0 credit(s)

CES CRED03 - Conference Credit

0 credit(s)

CES CRED04 - Conference Credit

0 credit(s)

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 7011 - Advanced Supervision Principles & Process

Principles and supervised practice of advanced skills in supervision and consultation for counselor educators, including consistent implementation of supervision theory and philosophy and demonstration of knowledge and skills in supervising master's level and post-graduate counselors. Prerequisite(s): CES 7010 Supervision and Consultation 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 7026 - Advanced Teaching Principles & Process

Principles and supervised practice of advanced skills in teaching and instruction for counselor educators, including consistent implementation of teaching philosophy and demonstration of knowledge and skills in designing, delivering, and evaluating teaching and learning outcomes. Prerequisite(s): CES 7025 Instructional Theory and Practice 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 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 7074 - Counseling Internship

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 - Advanced Internship I

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. 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 7080 - Advanced Internship 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. 3 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 CRED01 - Conference Credit

0 credit(s)

COUN CRED02 - Conference Credit

0 credit(s)

COUN CRED03 - Conference Credit

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 - Core 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 Core Counseling Skills 3 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 neccessary 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 provides a structured re-entry into clinical training for students returning from a leave of absence or after withdrawing and have completed all other coursework. Students will collaborate with clinical experience coordinators for guided support in identifying a clinical site and completing all placement logistics before registering for any clinical experience courses. 0 credit(s)

COUN 8160 - Part-time Internship I (200 hours)

This is the first of three required 2-unit courses that continue the field placement training. Both the approved field placement and the internship course enrollment are required. Internship 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 focuses on professional development important in issues in cultural and spiritual diversity. Students share 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. 2 credit(s) Prerequisite(s): COUN 8152 Practicum 2 credit(s)

COUN 8161 - Part-time Internship II (200 hours)

This is the second of three required 2-unit courses that continue the field placement training. Both the approved field placement and the internship course enrollment are required. Internship 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 focuses on professional development important in issues in cultural and spiritual diversity. Students share 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. 2 credit(s) Prerequisite(s): COUN 8152 Practicum 2 credit(s)

COUN 8162 - Part-time Internship III (200 hours)

This is the third of three required 2-unit courses that continue the field placement training. Both the approved field placement and the internship course enrollment are required. Internship 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 focuses on professional development important in issues in cultural and spiritual diversity. Students share 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. 2 credit(s) Prerequisite(s): COUN 8152 Practicum 2 credit(s)

Creativity, Innovation, and Leadership

HP-CIL 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)

HP-CIL 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 CSIH 3160 & EHP 3160 3 credit(s)

HP-CIL 3240 - Advanced Topics in CSIH and CIL

This course explores advanced and special topics of interest to students related to studies in consciousness, spirituality integrative health, creativity, innovation and leadership. 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)

HP-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)

HP-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)

HP-CIL 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)

HP-CIL 4526 - Creativity and The Art of Writing

This course provides an overview of the research relevant to the field of Creativity 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)

HP-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)

HP-CIL 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. Cross-listed with EHP 4535 - The Use of Poetry with Death, Loss, and Life Transition 3 credit(s)

HP-CIL 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)

HP-CIL 5100 - Neurotheology: Implications for Spirituality, Psychology, and Creativity

This course introduces the field of neurotheology, which seeks to understand the relationship between the brain and spiritual and religious phenomena. It explores definitions; scientific research methods and interpretations; and the body of knowledge pertaining to neurotheology. The course focuses on evaluation and application of neurotheology from the realms of humanistic and transpersonal psychology, consciousness and creativity, philosophy, medicine, pastoral care, and spiritual and religious disciplines. The topics in this course will include a general and historical review of (1) biological sciences and religion/spirituality; (2) the body and brain responses to spiritual experiences; (3) the relationship between physical and mental health and spirituality; creativity, the brain, and spirituality; and

consciousness, the brain, and spirituality; (4) interpretations of religion and spirituality; basic brain function; and its relationship to spiritual experience; (5) the neurophysiology of spiritual practices; and (6) the emerging field of neurotheology. Students will learn how to critically review research and related scholarly reports on topics related to consciousness and altered/expanded states of consciousness, creative practices, rituals, spiritual practices and experiences, and mental health and psychology. They will learn what scientific modalities are currently available to study the relationship between the body, mind, psyche, and spirit. Students will also learn the capabilities and limitations of scientific modalities and consider ways in which to improve them. This course invites students to develop new approaches to their own fields of study, so that they may utilize such knowledge in their future scholar-practitioner endeavors. 3 credit(s)

HP-CIL 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)

HP-CIL 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)

HP-CIL 8151 - Creativity, Innovation and Leadership 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, Innovation, and Leadership 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 Director of Creativity, Innovation, and Leadership 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)

HP-CIL 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 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) 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)

HP-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)

HP-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)

HP-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)

HP-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)

HP-CSIH 3200 - ProSeminar 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)

HP-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)

HP-CSIH 3240 - Advanced Topics in CSIH and CIL

This course explores advanced and special topics of interest to students related to studies in consciousness, spirituality integrative health, creativity, innovation, and leadership. . 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 CIL 3240. 3 credit(s)

HP-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)

HP-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)

HP-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)

HP-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 HP-CIL 4520. 3 credit(s) 3 credit(s)

HP-CSIH 5000 - Interdisciplinary Foundations for Vibrant Longevity

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 EHP/CIL/PSY. 3 credit(s)

HP-CSIH 5100 - Neurotheology: Implications for Spirituality, Psychology, and Creativity

This course introduces the field of neurotheology, which seeks to understand the relationship between the brain and spiritual and religious phenomena. It explores definitions; scientific research methods and interpretations; and the body of knowledge pertaining to neurotheology. The course focuses on evaluation and application of neurotheology from the realms of humanistic and transpersonal psychology, consciousness and creativity, philosophy, medicine, pastoral care, and spiritual and religious disciplines. The topics in this course will include a general and historical review of (1) biological sciences and religion/spirituality; (2) the body and brain responses to spiritual experiences; (3) the relationship between physical and mental health and spirituality; creativity, the brain, and spirituality; and consciousness, the brain, and spirituality; (4) interpretations of religion and spirituality; basic brain function; and its relationship to spiritual experience; (5) the neurophysiology of spiritual practices; and (6) the emerging field of

neurotheology. Students will learn how to critically review research and related scholarly reports on topics related to consciousness and altered/expanded states of consciousness, creative practices, rituals, spiritual practices and experiences, and mental health and psychology. They will learn what scientific modalities are currently available to study the relationship between the body, mind, psyche, and spirit. Students will also learn the capabilities and limitations of scientific modalities and consider ways in which to improve them. This course invites students to develop new approaches to their own fields of study, so that they may utilize such knowledge in their future scholar-practitioner endeavors. 3 credit(s)

HP-CSIH 5200 - Vibrant Longevity and Exceptional Human Experiences

This course positions vibrant longevity and Exceptional Human Experiences as two closely linked, intersubjective phenomena of deeply humanistic and thoroughly transpersonal relevance. Within the humanistic-and-transpersonal context/intention of tending to our individual and collective vibrant longevity, in this course we (1) examine profound Exceptional Human Experiences, abilities, and potentials; (2) distill their nature and essence; (3) discern their transformative biopsychosocial-spiritual and cultural aspects; and (4) illuminate and contemplate their life-affirming, longevity-promoting features. More specifically, our mindful scholar-practitioner investigations highlight vibrant longevity in dialogue with the following overarching classes of Exceptional Human Experiences: Encounter, Psychical, Mystical, Peak, Desolation/Nadir, Dissociative, Death-Related, Exceptional Human Performance/Feats, and Healing experiences. Prerequisite(s): None 3 credit(s)

HP-CSIH 5300 - Transpersonal Wisdom

This is a course in transpersonal inquiry. It offers diverse perspectives-experiential, empirical, and transformational-on our potential as spiritual, interconnected beings within an evolving world and cosmos. What dynamics of wisdom might serve now? What models, practices, world views educate for transcendence, expanding beyond-while not neglecting- the conventional? The course looks at current paradigm shifts underway as spiritual experience and broader intelligences are factored into larger understandings of psyche, consciousness, spirit, sentience, and value. Among other topics, the course takes up: views of body-mind-spirit that see beyond the self-centered-both "up and out" and "here and with" perspectives are considered; paths to healing, authenticity, and the numinous through experiential, contemplative, entheogenic, and other means; cultivating participatory thought and respect for all beings that might deepen into compassion. The course encourages students to develop their own transpersonal vision through key teachings, practices, and technologies-and to integrate these within their personal, professional, and community lives. 3 credit(s)

HP-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)

HP-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, constriction and expansion, 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 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. Part III (application) uses the case study method to consider how existential psychotherapy can be applied to a diverse set of problems and clientele. 3 credits 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. 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. 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. 3 credits 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 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. 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. 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 ἑρμηνεύς (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 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 heping 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. Cross-listed with HP-CIL 4535 and PSY 4535. 3 credit(s)

EHP 5000 - Interdisciplinary Foundations for Vibrant Longevity

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. 3 credit(s)

EHTP 2045 - Existential-Humanistic Therapy: Experiential I

This course is the first of two four-day experiential courses taught by Existential-Humanistic Institute/Saybrook instructors as part of the Certificate program leading to a Certificate in the Foundations of Existential-Humanistic Practice. This Certificate program requires that both Part I and Part II be taken sequentially. The courses will be held off site, in October and March. For specific dates and more information visit the Existential-Humanistic Institute website at https://ehinstitute.org/ehi-saybrook-certificate/ and click on "Training Tracks." This skill development course and the next has specific learning objectives: (a) how to cultivate personal and relational presence, (b) how to attend to intrapsychic and interpersonal processes, (c) how to illuminate personal life meanings, (d) how to cultivate a therapeutic relationship that effects change, (e) how to work with transference and counter transference within an existential context, (f) how to work existentially with resistance, and (g) how to recognize and work with existential life issues which may be present but disguised. Instructors will teach the principles of the e-h approach through live and video demonstrations, experiential exercises, and dyad work. 3 credit(s)

EHTP 2046 - Existential-Humanistic Therapy: Experiential II

This course is the second of two four-day experiential courses given by Existential-Humanistic Institute/Saybrook instructors as part of the Certificate program leading to a Certificate in the Foundations of Existential-Humanistic Practice. This Certificate program requires that both Part I and Part II be taken sequentially. The courses will be held off site, EHTP 2045 in October and EHTP 2046 in March. For specific dates and more information visit the Existential-Humanistic Institute website at www.ehinstitute.org., click on "Certificate programs." Experiential courses I and II will offer some theory but will primarily focus on skill development. The existential- humanistic approach will be taught in live and video demonstrations, experiential exercises, and dyad work. An overarching assumption of the e-h approach is that it is the client's in the moment experiencing that forms both the underlying and actual process of therapy. This assumption anchors the existential practitioner in the principles of practice that focus on experience over explanation and process over content. This skill development, experiential course EHTP 2046 builds on experiential course EHTP 2045 by deepening the student's ability to cultivate therapeutic presence, to attend to both intrapsychic and interpersonal processes, to recognize and illuminate personal life meanings, to cultivate a safe and intimate therapeutic

relationship, to work with transference and counter transference within an existential context, to work existentially with resistance, and to recognize and work with existential life issues which may be present but disguised. By gaining competency in these fundamental principles, the student will have a solid skill set for effective practice and have a foundation from which additional approaches such as a cognitive-behavioral one can be employed. The Certificate program is intended as a mentoring experience that emphasizes the development of the practitioner as a whole person, appreciating that clinical practice is an art as much as a science. 3 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) 1 credit(s)
Offered: FA-Term A/B and SP-Term A/B Course Length: 15 weeks

IFN 5515 - Lifestyle Medicine for Nutrition Professionals

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, of even years Course Length: 15 weeks

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.
Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer. Prerequisite(s): None 3 credit(s)

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, of odd years Course Length: 15 weeks

IFN 5525 - Introduction to Culinary Nutrition

This course provides a comprehensive overview of the principles of culinary nutrition, emphasizing the relationship between diet, health, and disease prevention. Students will explore the basics of nutrition science, macronutrients, micronutrients, and the role of whole foods in maintaining health and wellness. This course will emphasize practical applications of culinary skills, integrating the science of nutrition with the art of cooking, to support health and wellness. 3 credit(s)

IFN 5526 - Cultural Competency in Culinary Nutrition

This course focuses on the importance of cultural competency in culinary nutrition, emphasizing the diverse dietary practices and food traditions around the world. Students will explore how cultural beliefs and practices influence dietary choices and nutritional health. The course includes lectures, cultural food studies, and practical culinary labs to develop culturally sensitive dietary recommendations and meal plans. Prerequisite(s): None. 3 credit(s) Offered: Spring A/B 3 credit(s)

IFN 5527 - Whole Foods Cooking Lab (Remote)

This remote course combines theoretical knowledge with practical cooking skills, focusing on the preparation of whole foods to promote health and prevent disease. Students will participate in live cooking demonstrations, virtual kitchen labs, and interactive discussions. The course emphasizes the selection, preparation, and culinary techniques of whole foods, with a focus on plant-based nutrition. Prerequisite(s): None. 3 credit(s). Offered: Summer. No RC required. Length: 12 weeks 3 credit(s)

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. 3 credit(s)
Offered: SU-Term A Course Length: 8 weeks

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.

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

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

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. Offered: FA-Term A/B Course Length: 15 weeks Prerequisite(s): IFN 5520 (or proof of previous nutrition coursework), IFN 5704 (or proof of previous Anatomy/Physiology coursework) 3 credit(s)

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

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

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: Summer A, Fall A/B Course Length: 15 weeks

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

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

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

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

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

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: 15-weeks A/B every fall and spring and 8-weeks A term every summer.

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 Applied Psychophysiology, and fulfills the course prerequisite for various advanced IFN and APH courses.
Prerequisite(s): None 3 credit(s)
Offered: 15-weeks A/B every fall and spring and 8-weeks A term every summer.

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 A/B Course Length: 15 weeks

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

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

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

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 Course Length: 15 weeks. No ULE

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 Course Length: 15 weeks. VLE 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 Course Length: 8 weeks. No VLE

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 - (even years only) Course Length: 15 Weeks No ULE

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 - (even years only) Course Length: 15 Weeks No ULE 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 0506 - 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 degrees' programs and is optional for the PhD in Integrative Social Work.. 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. Offered: FA and SP. VLE or CLE requirement. 1 credit(s) 1 credit(s)
RC required

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. Offered: FA, SP and SU. Course Length: 15 Weeks (SU 12 weeks) Prerequisite(s): None 3 credit(s)

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. All IFN degree-seeking students must satisfy this course within the first two semesters of enrollment.

3 credit(s)
Offered: FA, SP, and SU Course Length: 15 Weeks (SU 12 weeks)

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. Offered: FA. Course Length: 15 Weeks. ULE Required.

Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: Summer (12 weeks)
Prerequisite(s): None 3 credit(s)

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. Offered: Fall, 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Spring. 15 weeks. Prerequisite(s): None 3 credit(s)

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. Offered: Summer 12 weeks. 3 credit(s)

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.

Offered: SP. Course Length: 15 Weeks.

3 credit(s)

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.
Offered: FA Course Length: 15 Weeks. ULE Required. 3 credit(s)

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. Offered: FA. Course Length: 15 Weeks.

Prerequisite(s): None 3 credit(s)

MBM 5569 - Mindful Consulting

The professional consultant working in the health care system exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in inspiring a process of positive change. This course takes a humanistic approach to consulting practices by facilitating a process of positive inquiry, discovery, and learning during which the client decides future directions and actions for the organization.
This course incorporates mindfulness as an approach to delivering and practicing consulting, specifically through concepts such as positive inquiry, mutual respect, and joint responsibility for outcomes. It also provides a chance to explore and experience business-oriented skill development, including writing styles, creating and delivering customized proposals, and making effective presentations applicable to healthcare.

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 a teacher, HR manager, counselor, coach, or leader.

Offered: SU, even years. 12 Weeks.

3 credit(s)

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. Offered: Offered FA, SP, and SU. Course Length: 15 Weeks (SU 12 Weeks). Prerequisite(s): No more than six outstanding credits in the final semester of the program. Department chair approval required to register. 3 credit(s)

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. Offered: FA, even years Course Length: 15 weeks 3 credit(s)

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. Offered: SU Course Length: 12 Weeks). 3 credit(s)

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 learning experience, as well as exploring and writing about their experience practicing one approach. Offered: Offered SP. Course Length: 15 weeks. ULE required. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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 be encouraged to assess the appropriateness of mindfulness in their own lives as a spiritual practice and a way of life. Offered: FA. Course Length: 15 Weeks. ULE Required. 3 credit(s)

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. Offered: Offered SP. Course Length: 15 Weeks ULE required 3 credit(s)

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. Offered: FA. Course Length: 15 weeks. ULE required. Prerequisite(s): Must be a licensed mental health care practitioner to enroll. 3 credit(s)

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. Offered: SU. Course Length: 12 Weeks. Prerequisite(s): No Prerequisite. 3 credit(s)

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. Offered: SU Course Length: 12 weeks 3 credit(s)

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. Offered: FA, SP Course Length: 15 Weeks. 3 credit(s)

MBM 5701 - Facilitating Mind-Body-Spirit Integration Programs

Mind-Body-Spirit Integration (MBSI) programs are designed to promote balance and integration of the mind, body, and spirit. The specific content and focus of MBSI programs can vary, but they generally involve a combination of different techniques and practices designed to promote mind-body-spirit integration. This may include movement,

meditation, mindfulness practices, imagery, expressive activities, breathing exercises, group sharing, and other practices provided in a group setting.

This course covers the essential elements of leading MBSI groups, such as how to design a curriculum and structure sessions, communication and facilitation skills, ethical considerations, and cultural misappropriation concerns. Students will maintain a practice of their choice, lead practices in group sessions, and design their own MBSI curriculum. There will be ongoing discussions of the group process and challenges of group facilitation.
Offered: TBD. Course Length: 15 Weeks. Prerequisite(s): MBM 0506 Mind-Body-Spirit Integration Seminar, MBM 5710 Mind-Body Therapies and Practices and at least one MBM practice course (refer to MBM certificate courses). 3 credit(s)

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. Offered: FA, SP, and SU. Course Length: 15 weeks (SU 12 weeks) 3 credit(s)

MBM 7090 - Special Topics in Integrative Health Studies

This course provides an opportunity for students and faculty to explore a variety of topics in the field of integrative health studies. The course title, learning outcomes, and activities will be organized on the specific topic during a spring, fall, or summer semester. Future topics will be selected by the CIMS academic departments. (3 credits) 3 credit(s)

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. Offered: FA, SP, SU. Course Length: 15 weeks (SU 12 weeks). Prerequisite(s): MBM 0506 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. Offered: FA, SP, SU. Course Length: 15 weeks (SU 12 weeks). 1-3 credit(s)

Marriage & Family Therapy and Professional Clinical Counseling

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)

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 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 and create a Poster on a relevant topic within their field of study, as well as discuss how they will utilize the principles and practices they have learned in their current and future careers. 3 credit(s) 3 credit(s)

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 - Residential Learning Experience & Skill-Building/Professional Development

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. There is a fee associated with this course. (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-as well as other major theoretical approaches to psychotherapy-- in their proper context. It will also illuminate indigenous origins and sources of some of our most cherished values and concepts on the field. The student will be expected to gain proficiency in the major events and personalities associated with each of the three streams, which include: 1) experimental psychology in the universities (i.e., the history of psychophysics, behaviorism, and cognitive psychology); 2) clinical psychology as both an academic and applied field (i.e., the history of largely depth-psychology, with an emphasis on the histories of Freud, Jung, Adler, and Erikson); and 3) existential-humanistic and transpersonal psychology, exemplified by the life and work of Carl Rogers, Abraham Maslow, and Rollo May. 3 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 - Personality Theories & Psychotherapy

This course examines the major therapeutic approaches organized into four primary categories: psychodynamic therapy, behavioral and cognitive-behavioral therapy, existential/humanistic/transpersonal therapy, and family systems therapy. Students will study how each therapeutic category developed historically and explore their distinct perspectives on human nature, mental health, normal psychological development, mental disorders, and treatment methods. The course emphasizes understanding the personality theories that form the foundation of these major psychotherapeutic approaches. 3 credit(s)

PSY 2040 - Existential Psychotherapies

The existential psychotherapist works with fundamental existential themes of human existence: death and freedom, constriction and expansion, 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 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. Part III (application) uses the case

study method to consider how existential psychotherapy can be applied to a diverse set of problems and clientele. 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. 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 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. Clinical examples include depression, schizophrenia, eating disorders, and anxiety. Beginning with the basic structure and function of the nervous system, we move to explore the organic bases of behavior. There is special emphasis on social neuroscience framed within a humanistic lens. 3 credit(s)

PSY 3045A - Clinical Intervention I

This course is the first required course in the clinical interventions sequence for clinical psychology students, and it is launched at a Saybrook Residential Learning Experience (attendance required). The focus of this course is on the development of clinical and therapy skills (particularly humanistic perspectives), 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, 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, 4) diagnostic interviewing, and 5) an introduction to presenting a clinical case. 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 - Consultation & Supervision in Clinical Practice

This course critically examines the methods, ethics, evaluation processes, and diversity issues in clinical supervision and consultation. Special focus is given to establishing meaningful professional relationships. While students will learn about different theoretical orientations that may inform their supervisory and consulting experiences, they will be encouraged to consider their role in these relationships from a humanistic standpoint. Prerequisite: Completion of Clinical Interventions III. 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. 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. 3 credit(s)

PSY 3058 - Humanistic Evidence-Based & Integrative Approaches to Child & Adolescent Treatment

This course explores the integration of humanistic principles and evidence-based practices in assessing and treating children and adolescents facing various psychological concerns. Established evidence-based interventions for youth, such as cognitive behavioral therapy (CBT), play therapy, and family systems approaches, and how they can be effectively utilized within a humanistic framework will also be explored. Students will gain practical skills in applying these integrated approaches, including case conceptualization, treatment planning, and tailoring interventions to meet the unique developmental and cultural needs of each child and family.

Emphasis will be placed on developing self-reflective skills and the practice of cultural humility. Common challenges in therapy with youth and strategies for enhancing child and family engagement will be addressed. Prerequisite for CP students: Clinical Interventions III. 3 credit(s)

PSY 3064 - Cognitive and Emotional Aspects of Neurodiversity

This course explores major theories, concepts, and current research regarding aspects of neurodiversity. The content of the course will include synthesis of research regarding cognitive and emotional aspects of neurodiverse individuals and recommended practices for working with this diverse group. Specific attention will be paid to the unique nuances of subgroups of neurodiverse individuals and related consideration for theory and practice. Prerequisite(s): PSY 3045A Clinical Intervention I and PSY 3045B Clinical Intervention II 3 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. 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. 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 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/attractionality, 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. 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. 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. Cross-listed as EHTP 3510. 3 credit(s)

PSY 3535 - Death, Loss, and Meaning in Existential Psychology

This course is designed to introduce students to how existential philosophers and psychologists approach and work with the themes of death, loss, and meaning. Death and loss are considered in both their literal and symbolic forms, which encompasses losses associated with many different life transitions. Themes such as transience, impermanence, detachment, and meaning-making will be explored in depth in a professional, clinical, and personal manner. The students will be introduced to the work of philosophers, sociologists, doctors, psychologists, and creative writers as they confront how finitude is an inescapable aspect of our existence. Students will be encouraged to integrate academic theory with personal reflection and application. This course also satisfies the Clinical Interventions III/IV requirement in the Clinical Psychology degree program, with Clinical Interventions I & II as prerequisites. 3.0 credit(s)

PSY 4000 - Comprehensive Exam Preparation

The PSY4000 course is designed to prepare clinical psychology doctoral students for successful completion of the program's comprehensive examination at an upcoming Residential Learning Experience (RLE). Intended for students who have completed all required core coursework, this course provides a structured opportunity to review and integrate foundational knowledge across clinical psychology. Emphasis is placed on the synthesis and application of knowledge across multiple domains of clinical psychology. The course contains specific activities that will prepare students for the comprehensive exam, culminating in a detailed case conceptualization. Students must successfully complete the PSY4000 course to be eligible to sit for the comprehensive exam at the RLE.
Pre-requisite: Satisfactory completion of all core degree requirements and courses except Internship and Dissertation.

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 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, consulting in healthcare teams, and working in healthcare systems. Students will explore the reciprocal relationship between psychological and medical health. This course is cross-listed as CSIH 4050. Prerequisites for CP students only: PSY3015; PSY3025: PSY6020. 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. Cross-listed as EHP 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. Cross-listed as HP-CIL 4535 and EHP 4535 - The Use of Poetry with Death, Loss, and Life Transition. 3 credit(s) 3 credit(s)

PSY 5000 - Interdisciplinary Foundations for Vibrant Longevity

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 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 Across the Lifespan

This course provides an in-depth understanding of human development across the lifespan, from conception to death. Key theories, current research, and practical applications are integrated to comprehensively explore developmental psychology. Emphasis is placed on cognitive, emotional, and psychosocial development and the impact of contextual and cultural factors. This course also covers developmental psychopathology and research methods within developmental psychology. Prerequisites: None. 3 credit(s)

PSY 6025A - Communication & Interpersonal Skills in Professional Psychology I

This required clinical psychology degree program course is delivered in-person during the Residential Learning Experience (RLE) and is designed for pre-practicum students to develop the foundational communication and interpersonal skills necessary for effective professional practice in psychology. Students will learn how to establish and maintain productive relationships with peers, faculty, and community members while developing proficiency in clear and concise verbal, nonverbal, and written communication that will benefit their future work with clients and supervisors. Emphasis will be placed on managing difficult conversations, navigating interpersonal conflicts, and fostering professional relationships. By the course's end, students will show the ability to apply these skills in alignment with the interpersonal and communication standards required for entry-level psychology practice. Prerequisites: None 0 credits 0 credit(s)

PSY 6025B - Communications & Interpersonal Skills in Professional Psychology II

This required clinical psychology degree program advanced course is delivered in-person during the Residential Learning Experience (RLE) and is designed for post-practicum students to refine and expand their professional communication and interpersonal skills. Building on foundational skills, students will focus on managing complex client interactions, establishing effective working relationships with colleagues and supervisors, and collaborating effectively with interdisciplinary teams. Additional skills include adapting to the demands of multiple professional roles, navigating difficult feedback, managing power dynamics in professional relationships, and applying cultural competence in communication. By the end of the course, students will demonstrate mastery of interpersonal and communication strategies aligned with professional standards for effective practice in psychology. Prerequisite: PYS6025A and PSY8145C. 0 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. 3 credit(s)

PSY 6060 - Ethics and Laws in Psychotherapy and Behavioral Science Research

This course introduces 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 course's primary focus will be 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. Prerequisites: None. Note: Only CP students must attend a required in-person learning experience at the Residential Learning Experience (RLE) during the term of course enrollment. 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 limitations of 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 Integrative HP Theory & Interventions requirement for CP students. Prerequisite for CP students: Clinical Interventions III. 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)

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. 3 credit(s)

PSY 6570 - Race, Class, and Gender Within a Humanistic Discourse

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 7500A - 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 Advisor, Peer Lead, and Director of Clinical Training (DCT)/Associate Director of Clinical Training (ADCT). 0 credit(s)

PSY 7500B - 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 Advisor, Peer Lead, and Director of Clinical Training (DCT)/Associate Director of Clinical Training (ADCT). 0 credit(s)

PSY 7500C - 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 Advisor, Peer Lead, and Director of Clinical Training (DCT)/Associate Director of Clinical Training (ADCT). 0 credit(s)

PSY 7500D - 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 8125A - Internship I

This course is intended for students placed in clinical pre-doctoral internship meeting their licensure requirements and focuses on professional development and advanced clinical skills. Students develop case formulations to recognize issues in assessment, evaluation, and diagnosis, and review treatment models, interventions, and therapeutic outcomes. Authorization from Director of Clinical Training is required to enroll in this course.
Note: This course is open to CP students only. 0 credit(s)

PSY 8125B - Internship II

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. Prerequisites: PSY8125A and authorization from Director of Clinical Training or Associate Director of Clinical Training. Note: This course is open to CP students only. 0 credit(s)

PSY 8130A - Clinical Internship I

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 (DCT). 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 2000 clinical hours of training over 12-24 months (full or part time, respectively). Students are required to register for Internship during each semester they are completing clinical hours.
This course is only open to CP students.

Prerequisites: All Core and Elective courses. 0 credit(s)

PSY 8130B - Clinical Internship II

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 (DCT). 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 2000 clinical hours of training over 12-24 months (full or part time, respectively). Students are required to register for Internship during each semester they are completing clinical hours. This course is only open to CP students.
Prerequisite: PSY 8130A Clinical Internship I 0 credit(s)

PSY 8130C - Clinical Internship III

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 (DCT). 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 2000 clinical hours of training over 12-24 months (full or part time, respectively). Students are required to register for Internship during each semester they are completing clinical hours. This course is only open to CP students.
Prerequisite: PSY 8130B Clinical Internship II 0 credit(s)

PSY 8130D - Clinical Internship IV

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 (DCT). 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 2000 clinical hours of training over 12-24 months (full or part time, respectively). Students are required to register for Internship during each semester they are completing clinical hours. This course is only open to CP students.
Prerequisites: PSY 8130C Clinical Internship III 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 8150A - Clinical Practicum I

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. Students are expected to complete a minimum of 900 consecutive hours. 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. Support for the process of identifying, applying for, and completing the practicum is offered by the Director of Clinical Training

(DCT) through the RLE workshops, Graduate Colloquium course, Tevera platform, and individual meetings. Students are required to review the Clinical Training Handbook. This course is open to CP students only.
Prerequisite(s): PSY 2025 Personality Theories & Psychotherapy, PSY 2050 Psychopathology and Diagnosis, PSY 3045A Clinical Intervention I, PSY 6010 The Psychology of Multiculturalism in North America, PSY 6020 Developmental Psychology Across the Lifespan, PSY 6060 Ethics and Laws in Psychotherapy and Behavioral Science Research, PSY 8230 Cognitive Assessment, PSY 8231 Cognitive Assessment Lab, PSY 8250 Personality Assessment, PSY 8251 Personality Assessment Lab

Authorization from Director of Clinical Training or Associate Director of Clinical Training and required courses posted in the Clinical Training Handbook 0 credit(s)

PSY 8150B - Clinical Practicum II

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. Students are expected to complete a minimum of 900 consecutive hours. 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. Support for the process of identifying, applying for, and completing the practicum is offered by the Director of Clinical Training (DCT) through the RLE workshops, Graduate Colloquium course, Tevera platform, and individual meetings. Students are required to review the Clinical Training Handbook. This course is open to CP students only.
Prerequisite(s): PSY 8150A Clinical Practicum I

Authorization from Director of Clinical Training or Associate Director of Clinical Training and required courses posted in the Clinical Training Handbook. 0 credit(s)

PSY 8150C - Clinical Practicum III

Clinical practicum is the first supervised practical training experience in the 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. Students are expected to complete a minimum of 900 consecutive hours. 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. Support for the process of identifying, applying for, and completing the practicum is offered by the Director of Clinical Training (DCT) through the RLE workshops, Graduate Colloquium course, Tevera platform, and individual meetings. Students are required to review the Clinical Training Handbook. This course is open to CP students only.
Prerequisite(s): PSY 8150B Clinical Practicum II

Authorization from Director of Clinical Training or Associate Director of Clinical Training and required courses posted in the Clinical Training Handbook 0 credit(s)

PSY 8150D - Clinical Practicum IV

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. Students are expected to complete a minimum of 900 consecutive hours. 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. Support for the process of identifying, applying for, and completing the practicum is offered by the Director of Clinical Training (DCT) through the RLE workshops, Graduate Colloquium course, Tevera platform, and individual meetings. Students are required to review the Clinical Training Handbook. This course is open to CP students only.
Prerequisite(s):PSY 8150C Clinical Practicum III

Authorization from Director of Clinical Training or Associate Director of Clinical Training and required courses posted in the Clinical Training Handbook. 0 credit(s)

PSY 8172 - Trauma: Mind, Body, and Spiritual Dynamics

The focus upon the mind-body connection in the understanding and achievement of well-being is an approach spanning thousands of years in contemplative practices and ancient traditions. In this course, students evaluate and engage in an exploration of the theory and effects of trauma within the mind and body. Spiritual dynamics involved in traumatic stress, as well as implications for psychospiritual growth, when affected by traumatic stress are explored. This course is required for the Complex Trauma & the Healing Process Certificate. 3 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, ethic al 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 1. 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 II 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. The course has a residential component completed at the RLE - PSY 8251 (required concurrent enrollment). Prerequisite(s): PSY 6060 Ethics and Laws in Psychotherapy and Behavioral Science, PSY 2050 Psychopathology & Diagnosis, RES2800 Psychometrics, PSY3025 Biological Bases of Behavior, PSY6020 Developmental Psychology across the Lifespan.

3 credit(s) 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)

RES 2800 - Psychometrics

Psychometrics is an applied scientific discipline involved with measuring psychological constructs. This course provides a survey of and introduction to the central concepts, principles, theories, and statistical foundations of psychometrics, with a focus on their applications in clinical and research contexts. Students gain the practical skills necessary to develop, interpret, and evaluate psychological tests based on classical test theory, contemporary theoretical models, and the principles of reliability, validity, and utility. Ethical issues, response bias, and test bias are considered. Prerequisite(s): RES2500.
Offered F, 15-weeks; Su, 12-weeks. 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. 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. 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in RES 2100 as an equivalent 3 credit(s)

Offered F, SP: 15 weeks; Summer: 12 weeks

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. Prerequisite(s): RES 1500 - Research Literacy for Practitioners or RES 2100 - Research Foundations and Literacy or MBM 1009 - Information Competency & Research Skills , 3 credits.
Students enrolled in a Saybrook M.A. to Ph.D. pathway program who have completed RES 2100 should consult with their Department Chair and the Chair of the Department of Research about the possibility of enrolling in the next Ph.D. research course as an equivalent.

Offered F, SP: 15 weeks

Prerequisite(s): 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). 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. Prerequisite(s): None 3 credit(s).

Offered F, SP: 15-week term; Summer: 12-week term

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
Offered F, SP: 15-week term 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.

Offered F, SP: 15-week term 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 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 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 also learn about reliability and validity of measurement. The course emphasizes 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 F, SP: 15-week term; Summer : 12-week term 3 credit(s)

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.
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.

Offered F, SP: 15-week term. 3 credit(s) 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 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.

Offered F: 15-week term 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.

Offered F - 15-week term 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. Offered F - 15-week term 3 credit(s)

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.

Offered SP - 15-week term 3 credit(s)

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. In addition, all required foundational research courses (RES2xxx) as determined by the student's program must be completed. Exceptions require Department Chair and Chair of the Department of Research 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. Offered SP - 15-week term 3 credit(s)

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.

Offered F - 15-week term. 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. Offered F - 15-week term. 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.

Offered SP - 15-week term 3 credit(s)

RES 3130 - Descriptive Phenomenological Research

The descriptive phenomenological 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.

Offered SP - 15-week term 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. Offered F, SP - 15-week term: SU 12-week term. Offered F, SP - 15-week term: SU 12-week term. 3 credit(s) 3 credit(s)

RES 4010 - Grant Writing

This is a Specialization in Teaching and Advanced Research (STAR) Core Course This course prepares students to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Students learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Students create a professional grant writing toolkit.
Prerequisite(s): Prerequisite(s): RES1500, or RES 2100.

Offered F 15-week term: SU 12-week term. 3 credit(s)

RES 5010 - Teaching and Instruction in Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course prepares learners to identify grants, conduct needs assessments and develop grant proposals to secure funding for dissertation research, independent research, sponsored projects, or initiatives. Learners learn various aspects of the grant writing process, including understanding grant requirements and ethical practices, developing a budget, and managing the evaluation and revision process. Learners create a professional grant writing toolkit. Prerequisite(s): RES 2100.

Offered F - 15-week term 3 credit(s)

RES 5020 - Curriculum Development and Instructional Design for Higher Education

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with the knowledge and skills to evaluate, design, manage, and implement educational curricula in higher education. Learners learn curriculum development and instructional design principles, including theoretical foundations, practical applications, evaluation techniques, and diverse student needs. Learners develop course learning outcomes, curriculum maps, learning activities, and assessment tools. Learners produce a course syllabus and learning activities relative to their field and practice. Prerequisite(s): RES 2100.

Offered SP - 15-week-term 3 credit(s)

RES 5030 - Academic Publication and Presentation

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course equips learners with the knowledge and skills to produce, submit, publish, and present academic research. Learners build their professional identity and scholarly networks by identifying publications and presentation venues that align with their field of study. Learners create and submit proposals following professional ethical standards, including academic integrity and the use of technology. Learners navigate the peer review and submission stages, developing strategies for integrating feedback. The final product is the submission of a scholarly publication or presentation proposal.

Prerequisite(s): RES 2100.

Offered SP: 15-week-term. 3 credit(s)

RES 5040 - Research Mentoring and Professional Development

This is a Specialization in Teaching and Advanced Research (STAR) Core Course.
This course provides learners with professional and research mentorship to advance their career path in the current academic landscape. Faculty mentors guide learners toward reaching their teaching and research goals while building scholarly identity. Learners collaborate with peers to set professional goals, develop research networks, and create an academic career plan. The final project is an academic portfolio that includes a teaching philosophy, curriculum vitae, grant toolkit, sample course syllabi and lectures, and scholarly presentations and/or publications. Prerequisite(s): Completion of all STAR core curriculum.

3 credit(s)
Offered: SP, 15-week-term; Su, 12 week-term

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.

Offered: F, SP, 15-week-term; SU, 12-week term. 3 credit(s)

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. To receive a passing grade, students must successfully complete their proposal orals and file their Proposal Milestone report in the Mentor system before the student can proceed to obtaining IRB approval and advancing to RES 7100 - Dissertation course. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 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.

Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 0 credit(s)

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.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term.

0 credit(s)

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.
Prerequisite(s): All program degree core courses.

Offered F, SP, 15-week-term; Su, 12-week term.

0 credit(s)

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.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 0 credits

0 credit(s)

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 dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval. To receive a passing grade in RES 7001 - Dissertation Proposal I, students must complete a full draft of their proposal, inclusive of Chapters 1 - 3, and show evidence of readiness to successfully complete their dissertation proposal orals in the next course. Students who do not complete this draft will receive a grade of No Pass (NP) and must repeat the course.
Prerequisite(s): All Core and Elective Courses except for PSYXXXA Clinical Internship I and PSY4000 Comprehension Exam.

Offered F, SP, 15-week-term; Su, 12-week term 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.

Prerequisite(s): All degree program courses.

Offered F, SP, 15-week-term; Su, 12-week term. 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.
Prerequisite(s): All degree program courses.

Offered F, SP, 15-week-term; Su, 12-week term. 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.
Prerequisite(s): All degree program courses.

Offered F, SP, 15-week-term; Su, 12-week term. 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.
Prerequisite(s): All degree program courses.

Offered F, SP, 15-week-term; Su, 12-week term. 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 dissertation proposal must be approved by the committee before the student can proceed to obtaining IRB approval and advancing to RES 7101 Dissertation. To receive a passing grade in RES 7002 - Dissertation Proposal II, students must successfully complete their dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Proposal Milestone in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 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. Prerequisite(s): All degree program core courses.
Offered F, SP, 15-week-term; Su, 12-week term. 0 credits 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.
Prerequisite(s): All degree program courses. Offered F, SP, 15-week-term; Su, 12-week term. 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.
Offered F, SP, 15-week-term; Su, 12-week term. 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.
Prerequisites: All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 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, and before beginning data collection. 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. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before advancing ALL 9000 - Dissertation Finalization. The chair and committee will also work with the student to assess opportunities for future presentation, and/or publishing of the dissertation research. Students who do not successfully complete the final defense of the dissertation and file the Dissertation Milestone Report in the Mentor System will receive a No Pass (NP) grade and must repeat the course.
3 credit(s)
Offered: Offered F, SP, 15-week-term; Su, 12-week term.

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.
Offered F, SP, 15-week-term; Su, 12-week term. 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.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 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.

Prerequisite(s): All degree program core courses

Offered F, SP, 15-week-term; Su, 12-week term. 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.
Prerequisite(s): All degree program core courses.

Offered F, SP, 15-week-term; Su, 12-week term. 0 credit(s)

RES 7101 - Dissertation (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. After receiving IRB

approval, data collection and initial analysis take place in this course. To receive a passing grade in RES 7101 - Dissertation, students must obtain IRB approval and complete all data collection and initial analysis. Students who do not meet this milestone will receive a No Pass (NP) grade and must repeat the course.

Offered F, SP, 15-week-term; Su, 12-week term. 3 credit(s) 3 credit(s)

RES 7102 - Dissertation (Clinical Psychology)

Students will enter RES 7102 Dissertation after completing all data collection and initial analysis. In this course, the student will complete their final analysis and will write their remaining dissertation chapters. The course concludes with an oral defense of their dissertation, once the dissertation chair and committee approve the final dissertation document. To receive a passing grade, students must successfully complete their dissertation defense and file their Dissertation Milestone report in the Mentor system before the student can advance to ALL 9000 - Dissertation Finalization. Students who do not successfully complete the dissertation proposal orals and file the Dissertation Defense Milestone in the Mentor system will receive a No Pass (NP) grade and must repeat the course.
Offered F, SP, 15-week-term; Su, 12-week term. 3 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 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)

TSC 9200 - Master's Project

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)

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 TSC 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 example 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 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 CSIH 6560 3 credit(s)

TSC 6570 - Race, Class, and Gender Within a Humanistic Discourse

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 7090 - Special Topics in Transformative Social Change

This course provides an opportunity for exploration of a variety of topics of current interest to Transformative Social Change students and faculty. The course content will be adapted to the content and issue areas determined in a specific offering of the course. This course may be repeated so long as the title and content are not the same.

This offering of the Special Topics in Transformative Social Change course focuses on global paradigms and social change. A paradigm is our view of the world, how we operate in it, and how we seek solutions to the challenges that emerge within this paradigm. As social change agents, we must also understand how paradigm shifts happen at the global level, what happens during them, and why they are necessary for transformational change. Students will explore current interrelated paradigms of neoliberalism, racism, terrorism, and nationalism and their role in dictating our approaches to social change. We will use decolonial frameworks to develop new ways to recognize how our current paradigms might be transformed, or newer paradigms be created for us to redefine current societal challenges, find new approaches to resolving these challenges, and to find new solutions to current social issues. 3 credits. 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)

APH 5781 - Applied Sport and Performing Arts Physiology

This Course provides students with a solid theoretical basis of sport and performing arts physiology as it relates to human movement, health, wellness, sport and performance. Emphasis will be placed on practical application of exercise physiology principles including biomechanics, neuromuscular, metabolic, pulmonary, cardiovascular and endocrine responses to exercise and training. Additionally, an emphasis will be placed on practical applications of performance enhancement techniques, interaction within a multidisciplinary team, and human adaptive responses to exercise. Utilizing interactive technology, through a series of knowledge assessments, reading assignments, interactive discussions, real-world application analysis, and research projects, students will demonstrate both sport and performing arts physiology core-concepts and applications. 3 credits. Course Length: 15 weeks. Pre-requisite: APH5051 Fundamentals of Psychophysiology.
Prerequisite(s): APH 5051 Fundamentals of Psychophysiology 3 credit(s)

APH 6005 - Psychopathology in the Sports Environment

This course is an introduction to theoretical, clinical, and empirical knowledge of psychopathology and the classification of mental disorders. The focus is on acquiring a conceptual foundation for understanding and classifying abnormal behavior in relation to sport and human performance. The rationale and procedure of the DSM-5 are addressed. A methodology for collecting, organizing and understanding clinical data by way of careful interview is presented with a careful examination of both normal and abnormal behaviors/affective states that impact sport and human performance. 3 credit(s)

APH 6104 - Counseling Skills and Athletic Counseling

This course provides a broad understanding of the philosophic bases of helping processes: counseling theories and their application, basic and advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change. The course also offers modules on intake and progress note writing as well as an understanding of the DSM-5 and treatment plan. 3 credit(s)

SW 1040 - Diversity and Multicultural Awareness

Multiculturalism is a broad term, and studying it effectively requires approaching the topic in multiple ways. As humans, we have many differences but many overriding similarities as well. In this course we recognize what makes us unique as well as what makes us similar. Differences we discuss include race, ethnicity, gender, sexual orientation, age, disabilities, and religious affiliation from both a personal and a research standpoint, and how they affect things such as conflict resolution and communication, and how each group experiences society as a whole in the workplace and personal life. Being an effective and culturally sensitive social worker includes more than just recognizing similarities and differences between cultures. Identifying and responding to beliefs and practices of diverse cultures includes respecting the influences and impact of these beliefs and practices. 3 credit(s)