

Psychology Department M.A., Depth Psychology Concentration
Program Review 2014-2020
Sept 2022

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**Psychology Department M.A., Depth Psychology Concentration
Program Review 2014-2020
Sept 2022**

1. Summary Data

Program Name: Master of Arts in Psychology, Depth Psychology Concentration
Department: Psychology
School: School Sciences
Degree Offered: Psychology M.A.

Last Program Review:
2014 Psychology Department Program Review
2012 Psychology M.A. Program Review

Other: 2021 Psychology M.A. Proposal for Discontinuance

Number of Psychology MA students enrolled in coursework Sept 2022: 0
Number of Psychology MA students enrolled in post-coursework Project Continuation Sept 2022: 0
Number of Students Outstanding: 3

2. Program Context and Curriculum

This Program Review of the Depth Psychology concentration of the Psychology master's degree covers the years 2014 – 2020. The Depth Psychology concentration was begun in 1999 with the purpose of educating students in the theory, practices, and applications of depth psychology. It enrolled its first students in the fall of 1999 and graduated its first class in May of 2001. In spring of 2019 the program went on hiatus status due to the anticipated retirement of its long-time Coordinator and the lack of a new Coordinator to succeed her. The program's last cohort enrolled in fall of 2018 and the last classes were held in spring of 2020. The program Coordinator retired in May of 2020 under the FERP program. A Teach-Out Plan was implemented for the remaining 9 students with an appointed academic advisor rather than a program Coordinator. A Proposal for Discontinuance of the Psychology M.A. was approved by the Psychology Department faculty in spring of 2021 with 5.5 faculty voting for discontinuance and 3 abstaining. There are currently 3 students outstanding in the program.

This document begins with a discussion of the background and history of the Psychology M.A. in order to give a context to the unusual situation of the Depth Psychology program and the Psychology M.A. degree. Then the 2014 Psychology Department Program Review is summarized. Then this document focuses on the Depth Psychology concentration and explores the aspects normally found in a program review. The Depth Psychology *concentration* is also described as the Depth Psychology *program* in this document. Both past and present tense are used.

Psychology M.A. Overview and History

In 1997 there were two Psychology master's degree concentrations: Art Therapy and Humanistic Psychology. Organization Development became the third concentration in 1998 when it moved from Business (as a Business master's degree) to Psychology. Depth Psychology became the fourth concentration in 1998 and admitted its first class in 1999.

In a momentous vote on graduate education in Psychology, in 1997 (prior to accepting Business' Organization Development program), the Psychology Department faculty voted *not to fund* with state money its master's program. The department chair argued that too many faculty wanted to involve themselves in graduate education and the department's first mandate was to undergraduate education. The department majority agreed, and in its place voted to fund its master's program multiple concentrations through the School of Extended and International Education, with funding provided by student tuition. Department tenured, tenure-track, and part-time faculty coordinated the academic requirements of each of the concentrations, while the School of Extended Education provided administrative support. Tenured and tenure-track faculty who taught in the graduate program did so through release time or through course overload. Each concentration set its own policies of hiring faculty, curricular development and evaluation, and assessment. In conjunction with the School of Extended Education, each concentration set its own tuition rate according to its particular curricular and organizational needs. For many years one tenured department member provided oversight to concentration Coordinators and acted as a liaison with the School of Extended Education.

Two other historical department decisions significantly impacted department graduate programs. By 2001 the department set a policy of not permitting probationary faculty to use graduate teaching evaluations in the RTP process. Then in 2007 prior to the hiring of an organization development faculty member, the department voted that not more than half of a faculty member's course-load could be taught in the graduate program.

These decisions effectively split the department's identity and resources away from graduate programs and towards undergraduate curriculum. Department resources were placed off-limits to graduate students and graduate faculty, with the understanding that use of department resources or department staff for graduate educational needs was forbidden. Graduate programs were not discussed in faculty meetings unless a crisis arose, and separate graduate faculty meetings were undertaken by each concentration.

By 2010 the Psychology Department had suspended, terminated, or discontinued three of its four master's concentrations. The Humanistic Psychology concentration was suspended in 2007 when its last faculty member retired. When the Art Therapy coordinator presented a proposal to make the Art Therapy concentration a clinical degree, the department voted against it. The department subsequently voted to suspend the Art Therapy concentration in 2008, followed by a formal discontinuance in the same year. The department voted not to continue the Organization Development concentration after its newly hired Coordinator departed in 2010. In 2011 this concentration moved to the Hutchins School and was approved by Long Beach as a new Organization Development MA. See Table 1.

In 2019 the Depth Psychology concentration was the last remaining concentration in the Psychology master’s degree. Due to sustainability issues and the expected retirement in 2020 of its long-time tenured Coordinator, the concentration went on hiatus status in spring of 2019. The last admitted cohort was in the fall of 2018, and the last classes were taught in the spring of 2020. In May of 2020 the Coordinator retired on FERP. In spring of 2021 the department faculty voted to discontinue the Psychology M.A. degree. The Discontinuance Proposal of the Psychology M.A. degree accompanies this Program Review.

Table 1. *Psychology Concentrations, Department Actions, Dates, and Reasons.*

Psychology Concentration	Department Action	Date	Reason
Humanistic Psychology	Not continued	2007	Faculty Retirements
Art Therapy	Vote to suspend	2008	Faculty Vote
	Discontinuance	2008	Faculty & Senate Vote
Organization Development	Vote to suspend	2010	Faculty Vote
	Last cohort admission	Fall 2010	Faculty Vote
	Move to Hutchins School as new MA in Organization Development	2011	Social Sciences and Hutchins MOU
Depth Psychology	Last cohort admission	Fall 2018	Sustainability Issues
	Hiatus	2019	Faculty Vote
	Vote to discontinue the Psychology master’s degree	Spring 2021	Faculty Vote

Previous Psychology Department Program Review Summary

In 2014 an overview and evaluation of the Psychology master's program was included in the Psychology Department Program Review. By then the Depth Psychology program was the only concentration left in the Psychology master’s degree. The 2014 program review discussion focused on systemic issues and the master’s program’s formal relationship with the department in light of the department’s 1997 decision not to fund its master’s program. As stated above, that decision split the department’s identity and resources away from graduate programs and towards its undergraduate population. Financially the department benefitted from its master’s programs. They provided regular monies to the department from profits in running the programs, which the department utilized primarily in hiring undergraduate lecturers to meet undergraduate demands. The programs invested in department classrooms, furniture and amenities.

Over time and with faculty retirements, the master's program and its concentrations became invisible to the department, *except* to the faculty and students engaged in the programs and *except* for the financial benefits to the department. However, blending the degree with the School of Extended and International Education had led to systemic misunderstandings about probationary faculty teaching load expectations, particularly for new tenure-track hires. On one important occasion it had led to the department's loss of authority in setting the standards for, and evaluating, new probationary faculty's teaching and service in the university RTP process.

During this time the Depth Psychology program thrived. Community and student interest in the program sustained enrollments and kept the program solvent. The low student-faculty ratio and small class size allowed the program to incorporate multiple best-practice, high-impact student learning practices. The curriculum was distinguished by first-year seminars, common intellectual experiences within a small learning community, writing-intensive courses, collaborative assignments and projects, community-based learning, internships, and opportunities for research culminating in a final project. Students loved the program and faculty loved teaching in it—enough to agree it was the most enjoyable and gratifying part of their teaching duties. The very popular Public Programs in Depth Psychology Saturday programs attracted a community of adults interested in the field of depth psychology who were motivated to connect with like-minded others. An email list of approximately 1,000 persons kept the community connections vital and ongoing. Within the department, a resonant Psychology and Spirituality Lecture Series brought notable speakers to campus, including a MacArthur genius award winner. A rich and expanding network of Depth Psychology master's alumni were visible and influential in the greater Bay Area. They were teaching in schools, colleges, and universities; managing programs in community organizations; providing coaching and consulting services; practicing as licensed psychologists and therapists; engaging in field-specific teaching; running internet-based web sites and on-line journals; and serving on the boards of professional organizations.

The Psychology department too benefitted from the activities of graduate students, graduate faculty, public lectures and events sponsored by the graduate programs, and enhanced reputation within the community. Additionally, graduate students acted as Teaching Assistants for undergraduate classes prior to 2012, and presented guest lectures in classes such as Psy 322, *Myth, Dream and Symbol*; Psy 338, *Psychology of Creativity*; Psy 466, *Jungian Psychology*; Psy 471, *Psychology of Religion*; and Psy 485, *Ecopsychology*. Selected advanced graduate students taught a supervised undergraduate class, Psy 399, *Graduate Student-Instructed Class* from 2003 to 2019. Being near in age to undergraduates, grad students are generous role models and mentors to younger students. Their interactions with students inspired discussions of professional development, career pathways, graduate school, community work, and teaching. They promoted student attendance at SSU sponsored events such as lectures, symposia, art exhibits, and scholarly presentations, as well as local conferences and organizations. The pathways interns and alumni carved in local community health institutions, graduate schools, and universities enhanced SSU's reputation in the community.

Also as noted in the 2014 program review, the challenges for the Psychology master's program were that the hybrid nature of the master's program:

- 1) blurred department ownership of the program;
- 2) undermined the department's authority in determining the ratio of undergraduate to graduate classes that a core tenure-track faculty member must teach; and
- 3) undermined the department's authority in the University's Retention, Tenure and Promotion (RTP) process of evaluation of probationary faculty's undergraduate teaching, research, scholarship, and university and community service.

Recommendations of Outside Reviewer

The 2014 Psychology Program Review Outside Reviewer, Dr. Constance Jones, chair of the Psychology Department at CSU Fresno, focused her recommendations on the undergraduate curriculum and did not make recommendations about the department master's program.

Sustainability

The master's discussion in the 2014 Psychology Department Program Review concluded that in the long run the Psychology master's degree was not sustainable due to the challenges and concerns raised by its lack of state funding and consequent marginalization from department interests. While the Depth Psychology concentration had no immediate or pressing concern with the funding model, it recommended that the discussion regarding the graduate program would continue in future years. The Coordinator's retirement set the outer bounds of this discussion, and the time to make decisions came in 2018 and 2019 with succession issues.

Depth Psychology Concentration Overview and History

Since its founding the Psychology Department committed itself to the inclusion of depth psychology in its undergraduate curriculum. Gordon Tappan, one of the founders of the department, had a deep interest in Jungian psychology and was instrumental in stirring a similar interest in other department members. The first generation of Gordon Tappan, Nina Menrath, Red Thomas, and Gerald Redwine shared an interest in depth psychology. The second generation of Charles Merrill, David Van Nuys, Art Warmoth, Eleanor Criswell, and Susan Stewart continued to offer courses with a depth psychological orientation. Laurel McCabe, Mary Gomes, Geri Olson, and Maria Hess were the third generation of department members with an interest in the field. Dr. McCabe was hired in part to continue the Department's tradition in this area, and she initiated a course in Jungian Psychology, in addition to the master's concentration in depth psychology. Dr. Gomes offers a course in ecopsychology that is resonant with a depth psychological perspective. Dr. Olson's expertise in expressive arts and creativity had resonance with depth psychology. Dr. Hess brought a depth psychological perspective to her teaching in psychopathology and counseling. The department generally offered a number of courses each semester with at least a partial depth psychological perspective.

As noted in the opening, the program enrolled its first students in the fall of 1999 and graduated its first class in May of 2001. In spring of 2019 the program went on hiatus status due to the anticipated retirement of its long-time Coordinator and the lack of a new Coordinator to take her place. The program's last cohort enrolled in fall of 2018 and the last classes were held in spring of 2020. The Coordinator FERPed in May of 2020. A Proposal for Discontinuance of the

Psychology M.A. was approved by the Psychology Department faculty in spring of 2021 with 5.5 faculty voting for discontinuance, and 3 abstaining. There are currently 3 students outstanding in the program.

This Program Review discusses the Depth Psychology concentration in order to meet the CSU and SSU Program Review requirements. The program review covers the years 2014-2020, with updated student numbers in fall of 2022.

Brief Overview

With classes of 6-10 students, the Depth Psychology concentration offers a small-group learning environment within a sequenced 36-unit two-year curriculum. Prior to applying to the program, applicants show competence in four areas of psychology (*Child or Adult Development, Personality Psychology, Psychopathology, and Research Methods*) and show evidence of personal maturity and motivation to succeed in graduate school. Students are selected following in-person interviews with a three-member admissions committee.

Accepted students matriculate each fall in cohort groups which take all of their classes together. Students take 9 units each semester of the program for a total of 36 units. In the first year, students take foundational courses in depth psychology, including a course in *Theories; Methods and Applications; Cross-Cultural Mythology and Symbolism; and Research Methods*. In the second year, students work on their master's thesis or publishable-quality article, take student-selected 1-3-unit seminars in depth psychology, and complete an internship. The program has a 92% graduation rate, and the average time to graduate is 3 ½ years. Forty percent of students graduate in 2 years.

What is Depth Psychology?

While it may seem unusual to define a field in the opening of a program review, it's necessary in order to understand the unique approaches of depth psychology in general and this master's program in particular. A discussion of the field of depth psychology is important to understand its underlying assumptions, methods, value as an academic curriculum, and best-practice pedagogies.

Depth psychology is a field pioneered by Sigmund Freud and Carl Jung at the turn of the 20th century. Their contributions inaugurated the fields of psychoanalytic psychology (from Freud) and analytical psychology (from Jung). Depth psychology is a generic term that draws on both of these fields. Its goals are several: to cultivate awareness and reflection on experience; to broaden and deepen personal potential; to liberate a person from unconscious habits and free up energy for personal choices. The analytical psychology side of depth psychology in particular gives persons the methods and tools for a daily practice of awareness that may lead to what Jung termed *individuation*—the process of tapping into core inner resources to enable one to live life consciously and fully.

Depth psychology's assumption is that the capacity for self-reflection, leading to greater self-awareness and self-knowledge, enables one to inhabit more deeply one's unique essential

being. It offers methods and practices to access, explore and understand the multiple, often hidden, dimensions of human experience. Accordingly its techniques are useful to therapists, counselors, teachers, coaches, meditators, artists, and just regular folk. The process of self-exploration often releases creative energy that people may find enlivening and meaningful. The overall process of exploration and discovery is known as *individuation* and is perhaps the best word to capture the movement of meaning that depth psychology uncovers.

Its methods are adapted from different disciplines and fields. The inquiry methods borrow from clinical and counseling psychology with a focus on personal experience—the self is the instrument and object of inquiry. Students are expected to be reflective engaged learners able to immerse themselves in study, experiment with methods of inquiry, and reflect on outcomes and meanings. Deep listening is cultivated, and with it, skills in observation, mindfulness, and quiet contemplation—both for the self and for others. Empathy, self-compassion, compassion for others are outgrowths of these practices, as is self-acceptance. Students are asked to interrogate their relation to culture to discover how they instantiate their culture’s accomplishments as well as its shadows.

Other disciplines and fields inform the methods of the field. Religious and spiritual traditions cultivate an emphasis on inner experience, ritual practice, and relation to the sacred; anthropology an exploration of cultures, traditions, rites and rituals; archeology the excavation of cultural artifacts, architecture, and art; mythology and folk tales the wisdom carried by cultural folk traditions; indigenous practices and indigenous wisdom, spiritual practices such as shamanism; ecology and ecopsychology the emphasis on the natural world and the human relationship to it; somatic traditions, the integrated body-mind; modern qualitative interviewing methodologies draw on the interpersonal relational bond; contemporary neuroscience highlight the neural foundations of conscious and unconscious processes; and the arts in all their forms--poetry, literature, film, sculpture, painting—emphasize creative expression.

Certain practices are essential to understanding the field of depth psychology and are explored within the master’s curriculum. *Symbols* and the *symbolic function* provide doorways into the hidden dimensions of experience and are used in practices such as dreamwork, sandplay, art, and ritual. *Dreams* tap into emotional and somatic areas of the brain and access pre-cognitive experiences, which is why they are known as the “royal road” to the hidden dimensions of experience. The study of *alchemy* offers a symbolic understanding of the psychological stages of transformation; and transformation itself becomes a focus of study. *Rites of passage* offer ways of understanding the import of the passage from one psychological state to another. *Ritual* offers a way to engage psychological meanings in a full embodied way, as are *body-based mindfulness* practices.

The pedagogies of the field are holistic and integrative, drawing as they do on the whole person. Student-centered learning and experiential learning draw from the long SSU Psychology Department traditions in humanistic psychology. Embodied learning is an essential component of the curriculum that is illuminated by contemporary research in neuroscience, mindfulness, and somatics. The intellect is prized, as is feeling and the touchstone of the heart. Pedagogical space for reflection, quiet, and introversion are incorporated, and *reflective distance* is cultivated and practiced. As well there is dedicated time for collaboration and interpersonal learning.

As a discipline depth psychology encompasses a theory of psychological development; a set of contemplative practices that compose a method of inquiry; a theory and practice of psychotherapy; a theory of personality; a psychospiritual theory and praxis; and a philosophy and epistemology with its own entelechy, that of individuation. Applications to groups, to culture, to social and political life, are points of current research.

These understandings of depth psychology inform the curriculum, pedagogy, goals of the program, learning outcomes, and co-curricular activities. They are discussed in the sections below.

Goals of the Depth Psychology Program

In the spring of 2014 the program faculty articulated the program’s identity and mission in this mission statement:

We are a community of reflective engaged learners who integrate scholarship and embodied practices, with the goal of contributing in reflective, creative and transformative ways to community life. We draw from cross-cultural insights to teach skills in depth inquiry practices, rituals of personal and cultural transformation, and ecological awareness. We seek to contribute to thriving cultural forms that promote soulful and sustainable living.

In the fall of 2017 and spring of 2018 the program faculty articulated the current program goals. The overall purpose of the program is to educate students in the theory, practices, and applications of depth psychology. Six program goals are specific to depth psychology, and three goals are generic master’s level skills. See Table 2.

Table 2. *Depth Psychology Program Goals and Descriptions.*

Program Goal	Description
Knowledge Base	Develop a knowledge base in depth psychology
Depth Inquiry	Demonstrate skill in the practices and methods of inquiry in depth psychology
Self-Reflection & Self-Knowledge	Increase the capacity for self-reflection and self-knowledge
Cultural Reflection	Increase the capacity for cultural reflection and cultural awareness through cultural analysis
Application	Apply the knowledge base of depth psychology to specific cases
Cultural Engagement	Take an active role in a community and examine the psychological issues encountered and the insights gained

Master’s Level Program Goal	Description
Analysis	Deepen analytical skills

Communication	Increase fluency in verbal, written and oral communication
Use of Information Resources	Use information resources appropriate to the discipline of psychology

The program goals are to have students develop skills in:

1. Knowledge Base: develop a knowledge base in depth psychology;
2. Depth Inquiry: demonstrate skill in the practices and methods of inquiry in depth psychology;
3. Self-Knowledge & Self-Reflection: increase the capacity for self-reflection and self-knowledge;
4. Cultural Reflection: increase the capacity for cultural reflection and cultural awareness through cultural analysis;
5. Application: apply the knowledge base of depth psychology to specific cases;
6. Cultural Engagement: Take an active role in a community context and examine the psychological issues encountered and the insights gained.

The program master’s level goals are to have students develop skills in:

7. Analysis: deepen analytical skills;
8. Communication: increase fluency in verbal, written, and oral communication; and
9. Use of Information Resources: use information resources appropriate to the discipline of psychology.

Alignment with Sonoma State’s Core Values and Strategic Priorities

The program’s mission statement and goals are in direct alignment with Sonoma State’s core values as well as its strategic priorities. They link with SSU’s core values of diversity and social justice; sustainability and environmental inquiry; connectivity and community engagement; and adaptability and responsiveness. The program aims for direct student engagement with the material resulting in reflective, engaged, informed graduates who come together in collaborative community cohorts for their learning. Specific coursework emphasizes self-inquiry and self-knowledge; how culture influences identity, as well as the inter-relationship of humans with the natural world. These enlarge personal qualities of empathy, perspective-taking, compassion, and self-compassion—all qualities of responsible citizens committed to social justice, rich communities, and environmental sustainability.

Underlying these characteristics is the goal to support and ensure student success, to provide opportunities for leadership in the community through internships, and through the educational process to allow positive transformation in each student. These qualities ally with Sonoma State’s strategic priorities of student success, academic excellence and innovation, leadership cultivation, and transformative impact.

Program Learning Outcomes

Intellectual Competencies in the Field of Depth Psychology

The discipline of depth psychology indicates the foundational knowledge, skills, and applications essential in a master’s level curriculum. Students are expected to develop:

- a knowledge base in the field of depth psychology;
- skills in depth inquiry;
- self-reflection and self-knowledge;
- cultural reflection;
- applied learning; and
- cultural engagement.

Master’s level skills in analysis; verbal, written and oral communication; and use of information resources are also expected.

These competencies comprise the learning outcomes of the program, and students are expected to make progress in them over the two-year curriculum. Assignments are scaffolded to allow for beginning / introductory levels of skills; intermediate or mid- skill levels; and advanced levels. The curriculum is sequenced to allow for optimal development of the learning outcomes over time. By graduation, students are expected to demonstrate advanced to intermediate skill levels, depending on the outcome addressed.

Development of Program Learning Outcomes

The learning outcomes for each program goal were initially developed through study of the Lumina Foundation’s graduate learning outcomes. Then through faculty conversations throughout the fall of 2017 and spring of 2018, and continuing each semester until spring of 2020, faculty discussed how their particular course, and the overall program, assessed the learning outcomes. Faculty met in person and over email to discuss, reflect on, and refine the outcomes. Faculty developed course assignments and assignment rubrics that linked to specific learning outcomes. Assignment rubric feedback to students indicated next levels of skill development.

Program Learning Outcomes

The program learning outcomes contain the outcomes that faculty agree indicate the important and essential areas of learning in the Depth Psychology master’s program. See Table 3 for the program goals and its essential program learning outcomes. A table of Program Learning Outcomes is located in Appendix C.

Table 3. *Depth Psychology Program Goals and Program Learning Outcomes*

Program Goal	Program Learning Outcome
Knowledge Base	Describes the major theories, research methods, or practices in depth psychology, and implements at least two of them through a paper or project.
	Demonstrates a synthetic understanding of how specific ideas and concepts in depth psychology are linked, affect, and are affected by, other specific ideas and concepts, resulting in a coherent and integrative understanding of the field of depth

	psychology.
Depth Inquiry	Demonstrates curiosity toward physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences, demonstrating the ability to question, explore and inquire about experience, without the necessity for direct or immediate action.
	Demonstrates fluency in the use of skills and inquiry methods to access and explore experience.
	Demonstrates skills in self-observation and witnessing of physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences and behaviors, noting how these experiences and behaviors might change with, and occur as a result of, depth inquiry practices and skills.
	Demonstrates knowledge of ethical issues that may arise with the use of depth inquiry practices and skills, for oneself and others.
	Demonstrates knowledge in adapting techniques to specific groups or individuals.
Self-Knowledge and Self-Reflection	Demonstrates knowledge about one’s experiences, including typical modes of perceiving, evaluating, feeling, thinking, making decisions, and relating to the inner and outer world.
	Demonstrates the ability to self-regulate internal experience, including skills in mindfulness, meditation, breathing, self-talk, or self-care.
	Demonstrates the ability to express internal experience in culturally appropriate ways.
	Demonstrates the capacity to differentiate between one’s own and other’s experiences.
	Demonstrates the capacity to assess the impact of one’s behavior on others.
Cultural Reflection	Describes one’s cultural backgrounds, including gender, race, ethnicity, sexual preference, sexual identity, religion, nationality, civic identity, age, or ability; in an appreciative and questioning stance that includes descriptions of origins, assumptions, predispositions, and development.
	Describes a cultural shadow or complex resulting from identification with one or more cultural identities, describes how it manifests, and assesses its dynamics by applying a theoretical psychological framework to it.
	Assesses and develops a position on a psychological cultural question, taking into account cultural practices, informed scholarship, and narratives of relevant groups.
	Describes how knowledge from different cultural perspectives and indigenous traditions informs the knowledge, practices, and applications of depth psychology.

Application	Creates a project, paper, or practice reflecting the application of knowledge or skills acquired through study to a specific case.
Cultural Engagement	Takes an active role in a community and examines the psychological issues encountered and the insights gained from the experience.
Analysis	Differentiates and evaluates theories, methods, or approaches to an issue or context.
	Analyzes, uses central ideas, concepts and techniques.
Communication	Creates sustained and coherent arguments, narratives, descriptions, explanations, or reflections of work, in two or more media, in verbal, written, and oral form.
Use of Information Resources	Provides adequate evidence through papers and projects of assessing, contributing to, or refining an information base or resource.

Diversity. The program’s commitment to diversity and social justice is demonstrated in its program learning outcome of Cultural Reflection. This learning outcome is explored in Psy 543a and 543b, *Cross-Cultural Mythology and Symbolism* and Psy 511b, *Theories of Depth Psychology*. Students are expected to achieve intermediate to advanced levels of skill in:

- Describing one’s cultural backgrounds, including gender, race, ethnicity, sexual preference, sexual identity, religion, nationality, civic identity, age, or ability; in an appreciative and questioning stance that includes descriptions of origins, assumptions, predispositions, and development.
- Describing a cultural shadow or complex resulting from identification with one or more cultural identities, describes how it manifests, and assesses its dynamics by applying a theoretical psychological framework to it.
- Assessing and developing a position on a psychological cultural question, taking into account cultural practices, informed scholarship, and narratives of relevant groups.
- Describing how knowledge from different cultural perspectives and indigenous traditions informs the knowledge, practices, and applications of depth psychology.

Sequencing of Curriculum in Relation to Program Learning Outcomes

First-year program courses cover the primary intellectual and methodological content of the field of depth psychology, while second-year courses deepen research skills and knowledge of the field, refine or expand knowledge of sub-topics in the field, and enlist community engagement.

As program learning goals and learning outcomes were developed, each faculty member reflected on the learning expected in their course; the assignments that demonstrated the learning

outcomes; and the level at which each outcome was expected. After discussion, each faculty member developed assignments that allowed for assessment of one or more learning outcomes in their course. Not all outcomes were evaluated by all faculty or all courses. Assignments included written papers, small group activities, individual and group oral and multi-media presentations, and self-reflections on learning. Most instructors used assignment rubrics which linked to specific learning outcomes. Students were given written or oral feedback via the rubric following completion of each assignment.

Courses are sequenced over two years to develop the learning outcome skills of the program goals, and they are evaluated at introductory, intermediate and advanced levels. Students vary in their skill level, and may enter a course at any level. Wherever a student starts, it's expected that over time the student will show development in the skills associated with a learning outcome. Program goals and learning outcomes are mapped onto courses in the curriculum.

Curriculum Map

The Curriculum Map describes the sequencing of program learning outcomes across the two-year curriculum at introductory, intermediate, and advanced levels. Psy 576, *Seminar in Depth Psychology* is not included in the Curriculum Map because seminars vary with each cohort, and may be offered at introductory to advanced level depending on the content. This is discussed in greater detail in the Curriculum section. See Table 4.

Table 4. *Depth Psychology Curriculum Map Arranged by Program Learning Goals, Coursework, and Introductory, Intermediate (Mid-), and Advanced Levels.*

Program Learning Goal	Coursework									
	Year 1					Year 2				
	Semester 1			Semester 2			Semester 3		Semester 4	
	511a	542a	543a	511b	542b	575	543b	599	597	581
Knowledge Base	Intro	Intro	Intro	Mid		Mid		Adv	Adv	
Depth Inquiry	Intro	Intro	Intro	Mid	Mid Adv		Mid			
Self-Knowledge & Self-Reflection	Intro	Intro		Mid	Mid		Intro Mid			Mid
Cultural Reflection			Intro	Intro			Mid			
Application					Mid	Mid		Adv	Adv	Mid
Cultural Engagement										Mid
Analysis	Intro			Mid		Mid	Mid	Adv	Adv	Mid
Communication	Intro	Intro		Mid		Mid	Mid	Adv	Adv	Mid
Use of Information Resources	Intro			Intro	Intro	Mid	Mid	Adv	Adv	Intro

Curriculum

In the first year, students take foundational courses. Psy 511, *Theories of Depth Psychology* is a two-semester sequence that explores the basic concepts of Jungian psychology.

Psy 542, *Methods and Applications of Depth Psychology* is a two-semester sequence that surveys the practices used in depth psychological inquiry. Students learn how the symbol contains, mediates, and expresses personal experience, and learn techniques using art, dream, myth, and active imagination. Psy 543, *Cross-Cultural Mythology and Symbolism* is a two-semester sequence (part 1 in the first semester, part 2 in the third semester) that surveys selected cultural, mythological, religious and indigenous expressions, including earth-based practices. Psy 575, *Research Methods* focuses on qualitative research methodologies relevant to depth psychology, such as interviewing and autoethnography, and learn phenomenological and heuristic approaches.

The second year focuses on the student’s individual research work; introduces a cultural emphasis into the curriculum through the second semester of Psy 543b, *Cross-Cultural Mythology and Symbolism* and Psy 581, *Internship*; and develops specific student interests through student-selected Psy 576, *Seminars in Depth Psychology*. In Psy 599, *Master’s Thesis* students develop a thesis or article research proposal; conduct a literature review; select a committee and chair; advance to candidacy; and complete a Human Subjects application if their research involves others. Psy 597, *Culminating Paper Tutorial* guides the student in completing their research and in publicly presenting their work at the annual Article Evening in May. See Table 5 for the depth psychology curriculum.

Table 5. *Depth Psychology Curriculum.*

Depth Psychology Curriculum	
Courses	Units
Semester 1	
Psy 511A, Theories in Depth Psychology	3
Psy 542A, Methods and Applications of Depth Psychology	3
Psy 543A, Cross-Cultural Mythology and Symbolism	3
Semester Total	9
Semester 2	
Psy 511B, Theories in Depth Psychology	3
Psy 542B, Methods and Applications of Depth Psychology	3
Psy 575, Research Methods	3
Semester Total	9
Semester 3	
Psy 543B, Cross-Cultural Mythology and Symbolism	3
Psy 599, Master’s Thesis	3
Psy 576, Seminar in Depth Psychology	3
Semester Total	9
Semester 4	
Psy 576, Seminar in Depth Psychology	4
Psy 597, Culminating Paper Tutorial	3
Psy 581, Internship	2

Semester Total	9
Program Total	36

Course syllabi for foundational courses, the research sequence, and the internship are located in Appendix D. Course descriptions and syllabi for Psy 576 Seminars in Depth Psychology 2014-2020 are located in Appendix E and F.

Optional Post-Coursework Units

Following their two years of coursework, students have the option of taking up to 10 units in post-coursework units. These units allow students to stay enrolled in the program while working on their thesis or publishable-quality article. Students who choose not to enroll in units are required to enroll in Psy 578 Project Continuation, to maintain currency in the program. See Table 6.

Table 6. *Optional Post-Coursework Units.*

Optional Post-Coursework Units	
Psy 578, Continuation Fee, 1 unit (3 semesters post-coursework)	1
Psy 515, Psychological Writing (optional)	1-4
Psy 551, Directed Reading (optional)	3-4
Psy 583, Graduate Research Assistant (optional)	1-4
Psy 584, Graduate Teaching Assistant (optional)	1-4
Psy 595, Special Studies (optional)	3-4
Psy 599, Master's Thesis (after 3 semesters of Psy 578)	3

Seminars in Depth Psychology

One of the things that makes the Depth program unique is that student cohorts select topics or instructors in their second year for 7 total units of Seminars in Depth Psychology. Students have individual interests, and at times cohorts have unique interests that call out for unique seminars. Seminars may be 1 to 3 units each and total 3 units in the fall and 4 units in the spring.

The depth psychology seminars are not included in the sequencing of learning outcomes for several reasons. Seminars are offered at different levels of knowledge and expertise. Sometimes students have a background in the topic and the seminar’s goal is to refine the knowledge for a more nuanced understanding, in which case the learning outcomes may fall in intermediate to advanced levels of skill development. Examples are the seminars offered in *Typology* in 2016 and 2017; *Alchemy* in 2018 and 2019; and *Complex Theory* in 2015. At other times the topic is new to the student and the seminar content may span introductory to advanced outcome levels. The seminars in *Neurodevelopmental Art Therapy* in 2015, 2016, 2018, and 2019; and *Somatic Approaches to Trauma and Grief* in 2016, 2018, and 2020 are examples of

this. Plotting student placement on the learning outcomes for diverse courses and topics doesn't add to the understanding of skill development traced in the curriculum over two years.

The Psy 576 *Seminars in Depth Psychology* 2014 – 2020 are listed below in Table 7. See Appendix E for a listing of all 2014-2020 seminars with brief descriptions; and Appendix F for syllabi for each of the Psy 576 seminars.

Table 7. *Psy 576, Seminar in Depth Psychology Course Title, Instructor, Year, Term, Unit.*

#	Course Title	Instructor	Year	Term	Unit
1	Somatic Approaches to Trauma and Grief	Brad Kammer, M.A., LMFT	2020	Sp	1
2	Ritual and Healing	Jim Preston, Ph.D.	2020	Sp	3
3	Rites of Passage as Dying Practice	Scott Eberle, M.D.	2020	Sp	2
4	Psychology of Dreams	Greg Bogart, Ph.D.	2019	Fa	1
5	Alchemy	Robert Bosnak	2019	Fa	1
6	Self and Healing	David Sowerby, Ph.D.	2019	Fa	1
7	Neurodevelopmental Art Therapy	Linda Chapman, M.A., ATR-NC	2019	Sp	1
8	Neuroscience of Resilience	Linda Graham, M.A., LMFT	2019	Sp	1
9	Object Relations	Judy Radiloff, Ph.D.	2019	Sp	1
10	Self and Healing	David Sowerby, Ph.D.	2019	Sp	1
11	Alchemy	Robert Bosnak	2018	Fa	1
12	Somatic Approaches to Trauma and Grief	Brad Kammer, M.A., LMFT	2018	Fa	2
13	Transformational Teaching	Jurgen Kremer, Ph.D.	2018	Fa	2
14	Living Psyche	Monika Wikman, Ph.D.	2018	Fa	1
15	Masculine and Feminine in Dreams	Greg Bogart, Ph.D.	2018	Sp	1
16	Alchemy	Robert Bosnak	2018	Sp	1
17	Neurodevelopmental Art Therapy	Linda Chapman, M.A., ATR-NC	2018	Sp	1
18	Somatic Approaches to Trauma and Grief	Brad Kammer, M.A., LMFT	2018	Sp	2
19	Self and Healing	David Sowerby, Ph.D.	2018	Sp	1
20	Typology	John Beebe, M.D.	2017	Fa	1
21	Body, Soul and Social Justice	Rae Johnson, Ph.D.	2017	Fa	1
22	Medicine Poems: Poetry as a Portal to the Inner Life	Kim Rosen, M.F.A.	2017	Fa	1
23	Family Constellation	Peter de Vries	2017	Sp	2
24	Rites of Passage	Mary Gomes, Ph.D. Jurgen Kremer, Ph.D.	2017	Sp	1
25	Alchemical Art	Felicia Matto-Shepard, M.S., LMFT	2017	Sp	1
26	Global Alchemy	Alex Warden	2017	Sp	2
27	Neurodevelopmental Art Therapy	Linda Chapman, M.A., ATR-NC	2016	Fa	1
28	Somatic Approaches to	Brad Kammer, M.A., LMFT	2016	Fa	2

	Trauma and Grief				
29	Individual Typology and Cultural Attitudes	John Beebe, M.D.	2016	Sp	1
30	Rites of Passage	Mary Gomes, Ph.D. Jurgen Kremer, Ph.D.	2016	Sp	
31	Somatic Approaches to Trauma and Grief	Brad Kammer, M.A., LMFT	2016	Sp	2
32	Voice and Body	Roxanna Rutter, Ph.D.	2016	Sp	1
33	Neurodevelopmental Art Therapy	Linda Chapman, M.A., ATR-NC	2015	Fa	1
34	Individuation, Group and Culture	Shoshana Fershtman, Ph.D.	2015	Fa	2
35	Revisiting Complex Theory	Betsy Cohen, Ph.D., LCSW	2015	Sp	
36	Rites of Passage	Mary Gomes, Ph.D. Jurgen Kremer, Ph.D.	2015	Sp	
37	Art and the Mythic Life	Maria Gonzalez-Blue, M.A., REACE	2015	Sp	1
38	Animal Dreams	Sophia Reinders, Ph.D., LMFT, REAT	2015	Sp	
39	Beyond Words: Poetry as Portal to the Inner Life	Kim Rosen, M.F.A.	2015	Sp	1
40	Mythology and Culture	Barry Spector	2015	Sp	1
41	Anima, Animus, and Contrasexual Archetypes in Film and Psyche	John Beebe, M.D.	2014	Fa	1
42	Group Dialogue	Laurel McCabe, Ph.D.	2014	Fa	1
43	Alchemy	Daniel Polikoff, Ph.D.	2014	Fa	1

Research Sequence

As a requirement for the master's degree, students complete an original piece of research in the form of a thesis or a publishable-quality article. Selected students with a professional background in a creative art may choose to complete a creative project with analytic literature review. The curricular 3-semester research sequence trains students in the skills necessary to successfully complete the graduation requirement. It consists of Psy 575, *Research Methods* in the second semester; Psy 599, *Master's Thesis* in the third semester, and Psy 597, *Culminating Paper Tutorial* in the fourth semester. Syllabi for these courses are located in Appendix D.

Psy 575, *Research Methods* focuses on qualitative research methodologies relevant to depth psychology, including heuristic inquiry, interviewing, and autoethnography methods. Students conduct a mini-exploration of each of the methodologies, practice reflexive techniques, learn how to write a literature review, examine ethical considerations, and learn validity criteria for depth-oriented qualitative research.

Psy 599, *Master's Thesis* is the second part of the three-semester research sequence. Students learn how to focus and develop research questions, choose a method, craft a research design, write a literature review, and write a research proposal. The proposal is a paper (8-15

pages) composed of a question or topic of investigation, a literature review of the topic, a methodology designed to answer the research question, and a proposed timeline for the study. Students who are interviewing persons prepare the Human Subjects application for SSU's Institutional Review Board. Students choose their thesis / article committee chair and committee, and at the end of the semester hold their proposal meeting and, if approved, Advance to Candidacy. Rubrics for the thesis or article are provided to convey standards for student work and communicate progressive levels of skill development through successive drafts. Guidelines for designing a research study, developing a proposal, and guidelines for validity checks are included in the course. These are located in Appendix D.

The thesis committee is composed of three members. The chair is an SSU tenured or tenure-track faculty member, or permanent full-time Psychology department faculty. The second and third member may also be a Depth Psychology program faculty member. The third member may be an outside professional with expertise in the topic area and a minimum master's level degree. The article committee is composed of two members, both of whom are SSU faculty members as above. The chair of the article committee may be a core Depth Psychology faculty member.

Psy 597, Culminating Paper Tutorial guides students in completing the substantive work of their research. Students develop a timeline of work to be completed during the semester and work individually according to their schedule. Specific aspects of the research process are addressed in the course, including conducting the study; reflexivity; developing an argument; description and rendering of findings; meaningful interpretation; writing the literature review, discussion, and conclusion; coherence of the final product; writing the abstract; and using APA style. Rubrics for the thesis or article are provided to convey standards for work and communicate progressive levels of skill development through successive drafts.

This course also prepares students for a 7-minute public presentation of their work delivered in May at the annual Article Evening. Guidelines are distributed for the assignment. In each of three rounds of practice, students receive feedback from the class until the student has refined the organization and content and nailed the presentation.

Thesis and Article Process

Article and thesis writing is a successive process of writing drafts and receiving oral or written feedback from the class instructor and the student's committee chair. Students expect at least three drafts of the work before the article or thesis is approved for final submission. While the student receives feedback from the class instructor in class drafts and assignments, the chair is the primary person responsible for the thesis who gives substantive feedback on drafts to the student.

The class instructor, committee chair, and committee members use the Article/ Thesis Review Form to give feedback to the student. The form describes the acceptable standards for the background information, research questions, research design, methods, literature review, timeline, ethics, validity, and organization. If the student is interviewing subjects, feedback is

given on selection criteria, interview protocols, the nature of the investigation (extent of subjectivity), ideas for readings, and feasibility of the study.

The committee gives feedback on the final draft of the thesis/ article work at the final committee meeting. This may be a working meeting with lively discussion, feedback and interchange all around; or if the student has exceeded the standards, it may be a meeting that acknowledges the quality of the study without substantive feedback. Each committee member gives the Article / Thesis Review Form to the student at the meeting, and discusses the feedback. Feedback may include: organization and articulation of material, conceptual analysis of material, use of reference sources or theory, conceptual critiques or analyses, assessment of conclusions. The student incorporates all members' feedback into the final work and consults with the chair throughout the process.

Program Learning Outcomes in Research

Skill levels are developed to the advanced levels in the research sequence in these depth psychology program learning outcomes:

1. Knowledge base
2. Application

General master's level skills are likewise developed to advanced levels in these general program learning outcomes:

1. Analysis
2. Communication
3. Use of information resources

Internship

As part of the requirement for the master's degree, students complete a 90-hour internship in the spring of the second year. This is a supervised, usually unpaid community experience in which the student integrates learning in the master's program with practical skills in individually-chosen settings. Note that the program internship developed its procedures before SSU approved its Internship Policy in 2021. The syllabus for Psy 581, *Internship* is located in Appendix D.

Internship serves the valuable function of connecting students to the community in an area of passionate interest to the student. It is part of the curricular shift from a focus on the individual in the first year to a broader focus on culture and community in the second. Internships serve as a bridge between academics and the day-to-day activities of work in the world. Students have an opportunity to engage in specific practices and to reflect on the skills they bring to their work, to mark areas for improvement, and to gain insight in their role in community.

Community internships may involve work with individual mentors, as well as with agencies or institutions focusing on the arts, teaching, mental health, ecopsychology, rites of passage, sandplay, healing environments, groups, dreams, etc. The Internship Coordinator works carefully to ensure that students receive training and mentoring in developing skills appropriate to master's level depth psychology students, and that the goals and requirements of the internship are appropriate to the individual's focus of study. The internship coordinator works carefully to match mentors to individual abilities and temperament. Students with a verified disability from the Disability Services for Students office are ensured equal access to perform the essential functions of the internship position. Interns work under the supervision of the supervisor at the internship site, as well as with the program Internship Coordinator, Judy Radiloff, in on-campus group supervision sessions.

Internships may be located on the SSU campus, off-campus, on-line, or in a distant location. While students are not expected to pay for internships, on occasion students have paid for training that couldn't be achieved with an unpaid internship.

All internships are supervised by a qualified supervisor and student interns are evaluated twice by their supervisor: once mid-semester and once at the end of the semester. On-site work must be completed in the spring semester when the student is registered for internship credit.

Ethical intern conduct is informed by the American Psychological Association's ethical principles and guidelines. Information on ethical principles in psychological services is found on the APA website <https://www.apa.org/search?query=ethical%20guidelines>. Interns ensure confidentiality of all client and agency information and records. No personal (e.g., name or background) or clinical (e.g., diagnosis or treatment plan) information of any type is released without a client's and agency's explicit written consent. Dual relationships with clients (i.e., dating, friendships, or similar intimacies) are avoided. On-site supervisors do not have dual relationships with the student—that is, an internship supervisor is not a therapist, family member, intimate acquaintance, etc. If any significant ethical questions arise, students immediately consult with both the Site Supervisor and the Internship Coordinator.

The learning outcomes associated with the internship at the intermediate level are:

1. Self-reflection and self-knowledge;
2. Application;
3. Cultural engagement.

General master's level skills are developed at the intermediate level in:

1. Analysis;
2. Communication;
3. Use of information resources (minimal introductory level only is required).

A listing of internship sites and mentors and task skills from 2014 – 2020 is listed below. See Table 8.

Table 8. *Depth Psychology Internship Sites / Individual Mentors and Task Skills, 2014-2020.*

Internship Site / Mentor	Task Skills
Amitabha Medical Clinic	Assist with clients at alternative oncology healing center to integrate depth concepts into intern’s work in the medical field. Develop clinical skills in creating safe space, cultivating presence. Use of mandala process work with clients.
Arts for Recovery Program UC San Francisco	Multiple interns placed. Work with cancer patients, learn difference between therapy and therapeutic expressive work, music therapy and therapeutic music. Play music for and with cancer patients, therapeutic use of music. Comfort cancer patients and involve them in healing autobiographical art process
Athena House	Multiple intern placements. Facilitate weekly women's group dependent on interests and skills of intern. Specific intern groups include focus on: empowerment and goal-setting; sobriety; expressive arts; writing; images of women; movement; collage; creativity.
Center for Creative Arts Therapies	Assist at a range of art- and music-therapy groups. Skills in self-esteem building in children through art, music for stimulating memory and accessing moods. Work with range of vulnerable and at-risk groups. Learn difference between therapy work and expressive arts work that is therapeutic.
Child-Parent Institute	Assist art therapists in work with children; shadow therapists.
Children’s Theater	Supervised storytelling and theater with children.
Forget Me Not Farm	Assist with vulnerable and at-risk children in therapeutic farm benefitting from the human-animal bond for healing trauma and relational issues. Work develops capacities such as empathy, sharing, communication, relationship, self-esteem, sense of community.
Foundation for Spiritual Development	Integrate spiritual and somatic practices, assist at yoga classes at Spirit Rock meditation center, conscious reflection and synthesis of learning; attend non-duality professional conferences.
Heartland Hospice	Support for patients and loved ones; grief and healing work.
Hospice of Petaluma	Offer support for patients and loved ones; grief and healing work.
Individual mentor	Visual group documenting and note taking.
Individual mentor	Research intergenerational trauma and use of trauma techniques in psychotherapy.

Individual mentor	Research depth psychotherapy approaches to trauma.
Individual mentor	Supervision of middle school children, in school setting, skills in working with creativity and drama. Skills used for ethnoautobiographical children's theater creative project.
Individual mentor	Supervision of symbolic approaches to viewing art, with the goal of using skills in research and writing.
Individual mentor	Learn about the teaching process, especially dealing with over-preparation, balancing intellectual and expressive reflective activities. Design an undergraduate Graduate Student-Instructed Psy 399 psychology class.
Individual mentor	Learn techniques for teaching undergraduate psychology class.
Individual mentor	Internship learning about sandplay with children in an educational setting.
Individual mentor	Research and practices of shamanism with a shamanism practitioner; shamanism as a healing praxis.
Individual mentor	Prepare materials for undergraduate Graduate Student Instructed Psy 399 course on the Psychology of dreams. Research dream-related projects.
Institute of Noetic Sciences	Multiple intern placements and projects that depend on intern interests and skills. Curriculum training and development. Assist with research on consciousness, death and dying, transformative practices. Assist the Chief Scientist with Energy Medicine Project, conduct energy medicine research, assist with lab experiments and tasks. Research on Psi-Genes project to explore if psychic abilities have genetic basis.
International Council of 13 Indigenous Grandmothers	Assist with cross cultural peace-keeping processes with international indigenous elders as person in charge of Peace-Keeper Team.
Kokapelli Farm	Wilderness fast, teach university-level ecopsychology outdoor classes, assist with groups of children in nature-based therapeutic setting, farm work.
Marin Institute for Projective Dream Work	Develop, organize & help facilitate supervised individual and group dreamwork sessions, workshops, and ongoing dreamwork circles.
North Bay Music Therapy Services	Assist in music therapy groups including clients with Autism, Down Syndrome, and cancer diagnoses.

Powerful Voices Project	Mentor and infrastructure creation support for individual arts engagement project. Assist in story collection, learn recording technology use, and community outreach. Training in contracts and legal implications of trauma story-telling.
Restorative Resources	Learn about the process and philosophy of restorative justice and facilitate groups. Deepen awareness of, and commitment to, action of self in community.
Sacred Future: School for the Transformation of Consciousness and Culture	Join staff team & complete Nature Therapy and Rites of Passage Facilitator Certification program.
Shaman's Light	Participate in Shaman's Light Training.
Shrink Rap Radio	Initially observe, and then assist in depth psychology and awareness interviews, including research on content background, and connecting with interviewees face to face.
Sonoma Couples	Assist in couples communication workshops.
Student Support Programs SSU	Research on multiple intelligences in student learning; facilitate workshops on multiple intelligences.
Thrive Center for Birth & Family Wellness	Community outreach coordinator, including farmer's market; problem-solving; and participating in teen girl dream group.
Veterans Group	Facilitate mindfulness practices in work with veterans.

Pedagogy Essential to Learning Outcomes

The small cohort enrollment of the Depth Psychology program and the small class size, in addition to the low student-faculty ratio of approximately 3:1, allow the program to incorporate multiple best-practice, high-impact student learning practices. The curriculum is distinguished by first-year seminars, common intellectual experiences within a learning community, writing intensive courses, collaborative assignments and projects, community-based learning, internships, and opportunities for research culminating in the final thesis or publishable-quality article. Research shows that these practices increase student success and program satisfaction.

As discussed in the opening overview of this document, the pedagogies of depth psychology are necessarily holistic and integrative, drawing as they do on the whole person—body, mind, intellect, feeling, intuition. Student-centered learning and experiential learning are core elements in the curriculum and the program commits itself to bring aware, mindful, embodied learning into the curriculum. Contemporary research in neuroscience and somatics illuminates the extent to which physiological processes are enlisted in all awareness and all

learning. Each class is expected to incorporate intellectual content from theory and research, as well as experiential work. The experiential work allows the student to experiment with theory and practices and learn for oneself what works, what does not, and what is meaningful. Without experience, the degree would be one-sided and lack the integration of insight and meaning that embodied learning brings.

In addition, the curriculum balances lively group work, dyad and triad small groups, and discussion, with pedagogical space for introversion and reflection. As discussed in the opening, the psychological movement of *individuation* may be viewed as the central goal of depth psychology—self-awareness and self-reflection are its key markers. Most instructors incorporate some kind of mindfulness attunement at the start of their class, or at strategic points after discussion or experiential work to bring students back to inner awareness. Further, program faculty offer students techniques for self-care that enlist multiple mindfulness and somatic techniques. (See Appendix G for Self-Care Guidelines.) Some instructors build space for introverted reflection into the curriculum by asking students to reflect on an exercise or concept and take time to write on it during quiet class time. Parts of the written reflections are then shared with class members. This type of exercise allows students to develop deeper awareness of possible types and levels of self-reflection.

These pedagogical practices of student-centered experiential work, embodied learning practices, and pedagogical space for introverted reflection in the classroom environment, work with the knowledge base in depth psychology, but specifically link to the program learning outcomes of:

1. Depth inquiry;
2. Self-Knowledge and Self-Reflection;
3. Cultural reflection.

Outside-of-Classroom Learning Experiences Essential to Outcomes

Public Programs in Depth Psychology

One of the gems of the Depth Psychology program is the Saturday monthly lecture series called Public Programs in Depth Psychology. From 2001 to 2020, from the earliest days of the Depth Psychology program, a 3-hour monthly community lecture series was incorporated to supplement coursework. Many respected scholars and analysts in the field did not have the time nor the inclination to teach a 15- to 45 hour course in the program. But they were eager to connect with the program and interested, even passionate, to offer a 3-hour Saturday lecture or workshop. Topics ranged from current presenters' scholarship and publications to current thinking on emerging topics. Over time the Public Programs became a center of a broader community life for the program. Lectures were attended by an assortment of folk: grad students, undergrads, alumni, local therapists and psychologists, faculty, teachers, artists, and many community members who were simply interested in depth psychology. The Coordinator came to know many of the long-time attendees, and a number became students in the program. A welcoming and thoughtful atmosphere was generated, with a mid-talk break of bread, cheese, coffee, and tea. Funds for the presentations were line-itemed into the program budget every year.

The lectures began in 2001 and were then called the Visiting Scholars Lecture Series. They were initially open only to grad students, faculty, and selected others who had learned of the lectures and could fit into the small 25-person room (Stevenson 3042). As word spread, however, more people wanted to attend and a larger space was needed. As this shift occurred the program was renamed the Public Programs in Depth Psychology and a larger room on campus was used.

The Public Programs were advertised in flyers in the Psychology department, emails to students, on the program website (www.sonoma.edu/depth , now defunct), and in emails to a community email list that grew to over 1,000 people by 2020. These were persons interested in depth psychology who subscribed to the email list, and often were part of a larger local and national depth psychology community.

Attendance at the programs was free of charge to students and all attendees. Donations were accepted and were placed into a depth psychology account to pay for program expenses. For about 5 years the program partnered with a local non-profit and offered CE (Continuing Education) credit for therapists, psychologists and mental health professionals.

A listing of Public Programs in Depth Psychology presentations from 2014 to 2020 is located below in Table 9. This listing as well as a listing of descriptions of the lectures and biographies of the presenters is located in the Appendix H.

Table 9. *Listing of Public Programs in Depth Psychology Date, Speaker, Title, 2014 - 2020*

Date	Speaker	Title
Saturday Feb 8, 2020	Jacqueline Thurston, M.A.	Sacred Deities of Ancient Egypt: Pantheon & Paradoxes
Saturday April 27, 2019	Naomi Ruth Lowinsky, Ph.D.	Tracking the Wild Poem: On Poetry and Depth Psychology
Saturday Nov 16, 2019	Shoshana Fershtman, Ph.D.	The Angel of Memory: Healing from Collective Trauma & Rekindling the Jewish Soul
Saturday Dec 1, 2018	Kayleen Asbo, Ph.D.	Mary Magdalene: Heroine for Our Times
Saturday Nov 3, 2018	Carolyn Shoshana Fershtman, Ph.D.	Goddesses in Pre- and Post-Patriarchal Culture
Saturday April 1, 2017	Peter de Vries	Family Constellation Workshop
Saturday March 5, 2016	Martin Shaw, Ph.D.	The Soul and the Star
Saturday Feb 28, 2015	Richard Tarnas, Ph.D.	Is Modern Humanity Undergoing a Rite of Passage?
Saturday March 28, 2015	Seth Isaiah Rubin, Ph.D.	Preparing for the Mystery of Death
Saturday April 25, 2015	Kate Donohue, Ph.D., R.E.A.T.	A Transcendent Journey through the Mother-Line: A Voyage with Helen Hardin, Southwest Artist

Saturday Oct 24, 2015	Karlyn Ward, Ph.D., L.C.S.W.	What Is It About Music? Exploring the Link Between Music and Depth Psychology
Saturday Sept 26, 2015	Jeremy Morgan, M.F.A.	Imaginal Geographies
Saturday Nov 7, 2015	Linda Chapman, Ph.D.,	Trauma, Neurobiology and Art Therapy
Saturday April 5, 2014	Daniel Polikoff, Ph.D.	Rilke: Poetry and the Art of Soul-Making
Saturday April 12, 2014	Starhawk Felicia Matto-Shepard, Ph.D. Meredith Sabini, Ph.D. Rio Olesky	Depth Psychology Work in the World: A Saturday Retreat
Saturday Feb 22, 2014	Francis Weller, M.A., M.F.T.	Living in the Ashes: The Sacred Work of Grief
Saturday Jan 25, 2014	Barbara Holifield, M.S.W., M.F.T.	Indwelling: Our Human Participation in the Dream of the Earth

The Public Programs linked with the following program learning outcomes:

1. Knowledge base;
2. Depth inquiry;
3. Self-knowledge and self-reflection;
4. Cultural reflection;
5. Application.

Article Evening

Each year in May on the Thursday evening before Commencement, graduating students present their research thesis or publishable-quality article work in a public event known as Article Evening. Students organized 7-minute presentations using guidelines provided in the thesis class, and practiced numerous times in front of their cohort. Using feedback provided by their peers and the class instructor, each round of practice refined the student’s presentation. This requirement of oral communication of student research called on quite different skills than the written skills of the thesis and article. Students had to be mindful of the audience, to define psychological terms and avoid jargon, and keep the presentation visually and dynamically appealing to keep audience attention. They had to focus and streamline ideas in order to keep within the 7-minute limit. Practicing this and rewriting their talks yielded better and better presentations. Some students said that they learned more in doing this assignment than in writing the article itself.

The evening event was a celebratory one, as students invited parents, family, friends, undergrads, work community, internship folk, and various communities they were engaged with. It functioned as a rite of passage from the Depth Psychology program to the wider world of community-at-large. At the last public event in May of 2019 more than 100 persons witnessed the students and their work. Parents often shared with the Coordinator their amazement and their pleasure at witnessing what their child had accomplished in graduate school.

The program learning goals developed in the Article Evening event are:

1. Knowledge base;
2. Self-knowledge and self-reflection;
3. Cultural reflection;
4. Cultural engagement;
5. Analysis;
6. Communication.

Psy 399 Graduate-Student Instructed Psychology Courses

The master’s program sponsored an optional curriculum addition from 2002 to 2019 that gave selected master’s students the opportunity to teach an undergraduate class in the Psychology Department—Psy 399, *Graduate Student-Instructed Course*. Interested students met with the program Coordinator in the first year to discuss possible teaching content and its requirements. The student’s coursework and knowledge of the potential topic had to be exemplary, and the Coordinator worked with the student in preparing a sample syllabus, assignments, and readings. Students completed a Psy 399 application directed to the Executive Committee of the Psychology Department. Students were asked to provide relevant experience; a preliminary 15-week course syllabus; a listing of possible readings and resources; a listing of possible assignments; and an evaluation of their strengths and weaknesses in being a course instructor.

Once the course was approved by the Psychology Department, the program Coordinator supervised the student in final syllabus creation, provided Student Teaching Guidelines, and met biweekly with the student during the course instruction, with 2 sessions of in-person observation and teaching feedback.

Since the first students taught classes in 2003, 16 undergraduate classes have been taught by 20 students (some courses were co-taught). Student SETE evaluations of student-taught Psy 399 classes have been outstanding—almost every class has produced straight 5s in the evaluation categories. This experience has provided outstanding teaching experience to those students who undertook it.

From 2014 to 2020 three program students taught the following Psy 399 classes. Note that Christian Gerike had a prior M.A. degree before his student teaching—he was asked by the Psychology Department to teach his successful fall 2015 Psy 399 course again.

Sp 2019	Sarah Giarratana, The Creative Self
Fa 2016	Christian Gerike, The Psychology of Dreams
Fa 2015	Christian Gerike, The Psychology of Dreams

A copy of the Student Teaching Guidelines and the Psy 399 Application are located in Appendix I and J.

APA Workshops

Students are expected to write course papers and the culminating thesis or publishable-quality article in the writing style of the American Psychology Association (APA). Some students had no experience in writing in APA style, some needed a refresher, and still others were sound in their skills. Because need varied between students, each year the Depth Psychology program offered a Saturday workshop on APA style. Attendance at the workshop was optional and independent of coursework. The workshop was conducted by one of the faculty proficient in APA style.

The learning outcomes involved in using APA style in psychological writing include:

1. Knowledge base;
2. Analysis;
3. Communication;
4. Use of information resources.

4. Assessment

As program learning goals and learning outcomes were developed, each faculty member reflected on the learning expected in their course; the assignments that demonstrated the learning outcomes; and the level at which each outcome was expected. After discussion, each faculty member developed assignments that allowed for assessment of one or more learning outcomes in their course. Assignments included written papers, small group activities, individual and group oral and multi-media presentations, and self-reflections on learning. Most instructors used assignment rubrics which linked to specific learning outcomes. Students were given written or oral feedback via the rubric following completion of each assignment.

The research sequence developed master's level criteria to evaluate the development of the final research study of the master's thesis or publishable-quality article. A rubric was used in Psy 599, *Master's Thesis* to clarify the work needed in developing a proposal that met the academic criteria. As the student completed the thesis or article, the Thesis / Article Review Form provided the rubric for evaluating the final product. This was used in Psy 597, *Culminating Paper Tutorial*. Committee members used this rubric for evaluating the final work of the student and for giving feedback.

Direct Assessment

Course Rubrics Linked to Learning Outcomes

The Depth Psychology program uses direct assessment of student work for most of the assessments of its learning outcomes. Instructors use assignment rubrics that are linked to learning outcomes at progressive levels of skill development. The rubrics are given to students with the assignment so that students know the skills being developed in the assignment, and how to show mastery or improve in the skill. The *Culminating Paper Tutorial* and *Master's Thesis*

classes use rubrics to indicate the content areas and level of skill development needed to meet the graduation requirements. Selected rubrics are located in Appendix K.

Table 10 below reorganizes the Curriculum Map to show the courses that assess each program learning outcome. First year courses are in the upper grouping of the outcome; second year courses are in the lower grouping.

Table 10. *Program Learning Outcomes and the Courses Which Assess Them*

Knowledge Base	Depth Inquiry	Self-Knowledge & Self-Reflection	Cultural Reflection	Application	Cultural Engagement
511a 542a 543a 575	511a 542a 543a 511b 542b	511a 542a 511b 542b	543a 511b	542b 575	
597 599	543b	543b 581	543b	597 599 581	581
<hr/>					
Analysis	Communication	Use of Information Resources			
511a 511b 575	511a 542a 511b 575	511a 511b 542b 575			
543b 597 599 581	543b 597 599 581	543b 597 599 581			

Examples of Rubric Assessment and Links to Program Learning Outcomes

In the first year, for example, Psy 511, *Theories of Depth Psychology* assesses the program learning outcomes of Knowledge base, Depth Inquiry, and Self-Knowledge and Self-Reflection. Master’s level outcomes of Analysis, Communication, and Use of Information Resources are also assessed.

The Theories instructor uses assignment rubrics to evaluate and give feedback to students on the key categories of performance for the assignment. Each category is linked with a program learning outcome. Each category is assigned a developmental level of work that is Exemplary, Developing, Emerging, or Undeveloped. These correspond to grade levels A, B, C, and D. As an example, the rubric for a Typology reflection paper is in Table 11 below. Points are assigned to each category.

Table 11. *Rubric Illustrating Evaluative Categories for Theories Paper on Typology*

	Exemplary	Developing	Emerging	Undeveloped
Level of Reflection	Deeply reflective paper, clearly articulates an understanding of how typology manifests in day-to-day life. 9-10 points	Reflective paper, but lacks depth, or involves a limited understanding or ability to articulate and how type manifests in day-to-day life 5-8 points	Little depth in reflection, with missing elements or significantly limited understanding or ability to articulate how type manifests in day-to-day life. 1-4 points	No reflection apparent in paper or, if present, contains significant errors in understanding of personal type or how it manifests in day-to-day life. 0 points
Content	Points are clearly made, concepts defined, developed, excellent examples or supporting details. Clearly articulates general understanding of typology, as well as understanding of personal type. 5 points	Many good points, terms defined & developed, good supporting details & examples. Limited general understanding or ability to articulate understanding of type evident. 3-4 points	Information present, not all supported by examples, little development of ideas. Significantly limited general understanding or ability to articulate understanding of type evident. 1-2 points	Some information; but irrelevant examples or details included; no development. Little to no evidence of general understanding of type. 0 points
	The paper is unified & accomplishes its purpose. Clear, specific focus stated, ideas connect to focus. The order of ideas is logical, organized, and appropriate to topic. Interesting, effective transitions. Paragraphs have clearly stated topic sentences. 5 points	A focus states the purpose of the paper, most ideas connect with it. Paper is unified. Organization is evident. Paragraphs convey development and organization. Moves from one idea to the next via transitions. 3-4 points	Focus attempted but lacks clarity or specificity. Purpose of paper unclear, paper not unified. Little supporting material/ reflections. Paragraphs too long or lack coherence. Transitional expressions not well used. Organization attempted but doesn't accomplish purpose. 1-2 points	No clear focus. Paper not unified around a purpose. No to little supporting reflections. Ideas appear random, stream of consciousness, no apparent organization. Insufficient to no transitional expressions, sentences and transitions. 0 points

The instructor's categories for the assignment link to the program learning outcomes. Table 12 shows each rubric category, its linked program learning outcome, and the aspect of learning outcome it assesses.

Table 12. *Rubric Category, Program Learning Outcome, and Aspect of Program Learning Outcome Assessed by Rubric in Theories of Depth Psychology Paper on Typology.*

Rubric Category	Program Learning Outcome	Aspect of Program Learning Outcome Referenced
Level of reflection	Self-knowledge & Self-reflection	Demonstrates knowledge about one’s experiences, including typical modes of perceiving, evaluating, feeling, thinking, making decisions, and relating to the inner and outer world.
	Analysis	Analyzes, uses central ideas, concepts and techniques.
Content	Knowledge base	Demonstrates a synthetic understanding of how specific ideas and concepts in depth psychology are linked, affect, and are affected by, other specific ideas and concepts, resulting in a coherent and integrative understanding of an aspect of the field of depth psychology.
	Analysis	Analyzes, uses central ideas, concepts and techniques.
	Communication	Creates sustained and coherent arguments, narratives, descriptions, explanations, or reflections of work, in two or more media, in verbal, written, and oral form.
Unity, Organization, Coherence	Analysis	Analyzes, uses central ideas, concepts and techniques.
	Communication	Creates sustained and coherent arguments, narratives, descriptions, explanations, or reflections of work, in two or more media, in verbal, written, and oral form.

The rubric gives specific examples of Exemplary, Developing, Emerging, and Undeveloped skills in articulating and linking ideas. These correlate with the Advanced, Intermediate, and Introductory levels of program learning outcome development. They also correlate roughly with grades of A, B, C, and D.

Psy 542a, *Methods and Applications of Depth Psychology* assesses the learning outcomes of Knowledge base, Depth Inquiry, and Self-Knowledge and Self-Reflection, as well as the master’s level outcome of Communication. The instructor uses a rubric for assignments. The rubric for a paper on Dream Method is below in Table 13. The assignment is for students to follow a specific method of dreamwork in exploring their own or another’s dream; write about their observations; link their work to the concepts in the readings; and reflect on the meanings for themselves. The linking of concepts, experiential work, and reflection is a standard assignment format for this particular class.

Table 13. *Rubric Illustrating Evaluative Categories for Methods and Applications Dream Paper*

	Exemplary	Developing	Emerging	Undeveloped
Depth Inquiry	Depth methods sensitively, carefully described and used, relevant information included	Good description of depth methods and work, most relevant info included	Some description of depth methods and work, needs more relevant information	No description of depth methods or work, no relevant information
Amplification	Sensitive thoughtful discussion, elaboration of symbol's meaning culturally as linked to your work	Good discussion, elaboration symbol meaning culturally, linked to your work	Some discussion of symbol, cultural meaning, little link to your work	No discussion of symbol culturally, no links to your work
Discussion & Integration of Alchemy	Clear discussion integrates readings, lecture, links with personal work; psychological terms defined, meanings clear	Good discussion integrating reading / lectures, links with personal work; good definitions psychological terms, meanings clear	Little discussion integrating readings / lectures, bare links with personal work; some definitions of psychological terms, a little clarity with some fuzziness	Discussion of reading random, misses significance, vague, misunderstands; little or no definitions or clarity
Reflection	Sensitive discerning thoughtful questioning or reflection related to your depth work	Good meaningful questioning or reflection related to your depth work	Little meaningful questioning or reflection related to your depth work	No meaningful questioning or reflection related to your depth work
Coherence	The essay is unified & accomplishes its purpose. A clear, specific thesis is stated, writer connects ideas to the thesis throughout the body, paragraphs, conclusion. Well organized. Order of ideas is logical, appropriate to topic.	A thesis states the purpose of the essay. The essay is unified. An organizational pattern is evident. Order of ideas is overall logical, appropriate to topic.	A thesis is attempted but lacks clarity or specificity. Or, the stated thesis fails to unify the essay. No supporting material. Little or rambling organization. Hard to track logic of argument.	There is no thesis, and the essay is not unified around a purpose. No supporting material. Very little organization, mostly stream of consciousness. No apparent logic to writing. Organization unclear.
Written Expression, Style, Grammar, Mechanics	The writing is clear, concise, diction conveys author's voice. Sentence construction is complex and varied. No grammatical or spelling errors.	The writing is clear. Sentence construction, sentence variety, diction appropriate for a college essay. A few grammatical or spelling errors.	The writing is not always clear. More exact expression or greater sentence variety is needed. Grammatical or spelling errors interrupt reading.	The writing is weak or too informal. Sentence construction often flawed. Words are missing; illogical or unclear expressions. Frequent grammatical or spelling errors.
APA Style Citations	Citations all accurate, quotations include page number. Margins, line spacing, headings accurate. References page, all accurate.	Citations mostly accurate, quotations have page #. Margins, line spacing, headings mostly accurate. References mostly accurate.	Citations partly accurate. Margins, line spacing, headings partly accurate. Some accurate references.	Errors in citations or no citations. No references, references page, not in APA style.

The instructor's categories for this assignment link to the program learning outcomes of Knowledge base; Depth Inquiry; Self-knowledge and Self Reflection; and Communication.

Table 14 shows each rubric category, its linked program learning outcome, and the aspect of learning outcome it assesses.

Table 14. *Rubric Category, Program Learning Outcome, and Aspect of Program Learning Outcome Assessed by Rubric in Methods and Applications of Depth Psychology paper on Dreams.*

Rubric Category	Program Learning Outcome	Aspect of Program Learning Outcome Assessed
Depth inquiry	Depth inquiry	Demonstrates curiosity toward physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences, demonstrating the ability to question, explore and inquire about experience, without the necessity for direct or immediate action.
		Demonstrates fluency in the use of skills and inquiry methods to access and explore experience.
		Demonstrates skills in self-observation and witnessing of physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences and behaviors, noting how these experiences and behaviors might change with, and occur as a result of, depth inquiry practices and skills.
Amplification	Depth inquiry	Demonstrates curiosity toward physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences, demonstrating the ability to question, explore and inquire about experience, without the necessity for direct or immediate action.
	Self-knowledge and self-reflection	Demonstrates knowledge about one’s experiences, including typical modes of perceiving, evaluating, feeling, thinking, making decisions, and relating to the inner and outer world.
Discussion and integration of alchemy	Knowledge base	Demonstrates a synthetic understanding of how specific ideas and concepts in depth psychology are linked, affect, and are affected by, other specific ideas and concepts, resulting in a coherent and integrative understanding of an aspect of the field of depth psychology.
Reflection	Self-knowledge and self-reflection	Demonstrates curiosity toward physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences, demonstrating the ability to question, explore and inquire about experience, without the necessity for direct or immediate action.
		Demonstrates skills in self-observation and witnessing of physiological, somatic, cognitive, emotional, imaginative, and perceptual experiences and behaviors, noting how these

		experiences and behaviors might change with, and occur as a result of, depth inquiry practices and skills.
Coherence	Communication	Creates sustained and coherent arguments, narratives, descriptions, explanations, or reflections of work, in two or more media, in verbal, written, and oral form.
Written expression, style, grammar, mechanics	Communication	Creates sustained and coherent arguments, narratives, descriptions, explanations, or reflections of work, in two or more media, in verbal, written, and oral form.
APA style, citations	Communication	Creates sustained and coherent arguments, narratives, descriptions, explanations, or reflections of work, in two or more media, in verbal, written, and oral form.

Links between assignment rubrics, program learning outcomes, and aspects of program learning outcomes can be conducted for each class assignment in each course that uses rubrics for evaluation.

Thesis and Publishable-Quality Article

Thesis / Article Proposal. Students write the thesis / publishable-quality article proposal in the fall of their second year in the Psy 599, *Master’s Thesis* class. A rubric for evaluating successive drafts of the proposal and the final proposal is used to give feedback to students for all drafts of the proposal. Committee members use the rubric to guide feedback in the committee meeting. The rubric provides a quick and easy way to see which sections of the proposal the student needs to work on. It provides information on the minimum number of sources required to meet the academic standards, which students are always eager to know. See the rubric below in Table 15. The proposal rubric is located in Appendix L.

Table 15. Rubric for Evaluating Thesis / Article Proposal

The student’s article or thesis proposal:	Insufficient	Criteria Met	Criteria Exceeded
1. provides a strong rationale for conducting the study (min 10 sources) <ul style="list-style-type: none"> • draws from peer-reviewed research & scholarly resources • describes data bases used, key words searched, # articles reviewed • seminal & current sources cited & discussed with breadth & depth • defines terms / constructs • identifies gaps in the literature, shows critical appreciation of lit • in a theoretical article, presents persuasive argument founded in literature and coherent interpretive lens • discusses personal connection to topic, interrogates bias • research questions are focused • draws clear connection between literature that is discussed, research questions, and focus of study 			

<p>Feedback:</p>			
<p>2. provides a theoretical framework to interpret the findings of the study (min 4 sources)</p> <ul style="list-style-type: none"> • seminal and current sources are cited and discussed with adequate breadth and depth • draws from peer-reviewed journals with proper citations • identifies underlying assumptions • in a theoretical article, argument and literature inform interpretive lens / theoretical framework • defines terms / constructs • discussion is selective to ideas used to interpret findings <p>Feedback:</p>			
<p>3. describes a research design appropriate to the research questions (min 4 sources)</p> <ul style="list-style-type: none"> • detailed rationale and citations for methodological decisions— reader can fully understand the procedures and processes • describes procedures for collecting & analyzing data, with appropriate rationale, discussion and citation of sources • in a theoretical article, argument clearly shapes literature review and organization, and case illustrations if used • ethical issues are addressed • limitations of study are addressed • SSU IRB application procedures are addressed <p>Feedback:</p>			
<p>4. discusses the viability of the theoretical framework(s) to interpret findings</p> <ul style="list-style-type: none"> • interpretation is able to connect findings to specific research questions and to prior research • in a theoretical article, theoretical framework clearly applies to case illustrations (if used) <p>Feedback:</p>			
<p>5. includes a feasible timeline for the study</p> <p>Feedback:</p>			
<p>6. well-written and properly formatted according to APA such as:</p> <ul style="list-style-type: none"> • coherent and well-organized • sources of information are correctly cited • quotations are used sparingly and never to define a term • transitions are used effectively throughout paper • headings used appropriately and properly formatted • non-gendered • references are accurate <p>Feedback:</p>			

All students meet the rubric category of Criteria Met in the Psy 599 Master’s Thesis class in order to advance to the proposal meeting with their committee. The categories of Criteria Exceeded and Criteria Met correspond to grades of A and B, respectively.

The learning outcomes linked to the thesis / article proposal are the following. They are all at the advanced level.

1. Knowledge base;
2. Application;
3. Analysis;
4. Communication;
5. Use of information resources.

Final Thesis / Article Review Form. Students work on the thesis / publishable-quality article in the spring of their second year in the Psy 597, *Culminating Paper Tutorial* class. A rubric called the Thesis / Article Review Form is used for evaluating successive drafts of the final thesis or article. It is used to give feedback to students for all drafts of their work. Committee members use the Thesis / Article Review Form to guide feedback in the final committee meeting. As with the proposal, the rubric provides a quick and easy way to see which sections of the work the student still needs to address. See the rubric below in Table 16. The Thesis / Article Review form is located in Appendix M.

Table 16. *Rubric for Evaluating Thesis / Article*

The student’s article or thesis	Insufficient	Criteria Met	Criteria Exceeded
1. provides a strong rationale for conducting the study <ul style="list-style-type: none"> • draws from peer-reviewed research & scholarly resources • describes data bases used, key words searched, # articles reviewed • seminal & current sources cited & discussed with breadth & depth • defines terms / constructs • identifies gaps in the literature, shows critical appreciation of lit • in a theoretical article, presents persuasive argument founded in literature and coherent interpretive lens • discusses personal connection to topic, interrogates bias • research questions are focused • draws clear connection between literature reviewed, research questions, and focus of study 			
2. provides a thoroughly researched theoretical framework for the study <ul style="list-style-type: none"> • seminal and current sources are cited and discussed with adequate breadth and depth • draws from peer-reviewed research with proper citations • identifies underlying assumptions • defines terms / constructs • discussion is selective to ideas used to interpret findings 			
3. delineates a research design appropriate to the research questions <ul style="list-style-type: none"> • detailed rationale and citations for methodological 			

<ul style="list-style-type: none"> • decisions— reader can fully understand the procedures and processes • describes procedures for collecting & analyzing data, with appropriate rationale, discussion and citation of sources • ethical issues are addressed • IRB guidelines are followed, IRB approval is attached 			
4. presents findings in a manner congruent with research questions and design			
5. discussion interprets findings using theoretical framework discussed in literature review <ul style="list-style-type: none"> • findings are fully interpreted and connect data to research questions and prior research • personal bias is interrogated; reflexivity is present • alternative explanations are discussed • issues of integrity and validity are addressed • limitations of study are addressed 			
6. conclusion discusses the implications of the results <ul style="list-style-type: none"> • ideas for future research and / or practical applications • methodological considerations 			
7. well-written and properly formatted according to APA (SSU guidelines for theses), such as: <ul style="list-style-type: none"> • coherent and well-organized • sources of information are correctly cited • quotations used sparingly and never to define a term • transitions used effectively throughout paper • headings used appropriately and properly formatted • non-gendered • references accurate 			

All students meet the minimum rubric category of Criteria Met in the Psy 597, *Culminating Paper Tutorial* class in order to pass the class. In order to graduate, students meet the Criteria Met or Criteria Exceeded categories. The categories of Criteria Exceeded and Criteria Met correspond to grades of A and B, respectively.

A listing of 73 student master’s theses and publishable-quality articles submitted from 2014 to 2020 is located in Appendix N.

The learning outcomes linked to the thesis / article are the following. They are all at the advanced level.

1. Knowledge base;
2. Application;
3. Analysis;
4. Communication;
5. Use of information resources.

Direct and Indirect Assessment

End-of-First Year Student Evaluations

At the end of the first year the Coordinator meets with each first-year student individually. This meeting has multiple purposes: 1) to review the student’s work; 2) to provide a summary of their progress on program learning outcomes; 3) to advance to candidacy if minimal criteria in academic work and program learning outcomes have been met; and 4) to receive feedback from the student about their experience in the program, including suggestions for improvement.

While the Coordinator has a record of student grades in the first semester for the May meeting, this is not the primary information used in this meeting. Each core instructor reviews the program learning outcomes of their particular course and fills out a First Year Evaluation sheet for each student. This contains the categories of program learning outcomes assessed in the instructor’s class, with space to write feedback on the sheet. See Table 17.

Table 17. *First-Year Student Evaluation Sheet, Program Learning Outcomes, Linked Courses*

Student Name: _____
Instructor Name: _____ **Course:** _____

Knowledge Base	Depth Inquiry	Self-Knowledge & Self-Reflection	Cultural Reflection	Application	Cultural Engagement
511a 542a 543a 511b 575	511a 542a 543a 511b 542b	511a 542a 511b 542b	543a 511b	542b 575	
Analysis	Communication	Use of Information Resources			
511a 511b	511a 542a 511b 575	511a 511b 575			

Collated Instructor Assessments on Learning Outcomes.

First year instructors synthesize their assessments from multiple direct assessments of student work in their course. This includes summary qualitative descriptions of each student’s progress in learning, ideally referencing specific learning outcomes, and an overall evaluation of the level at which the student demonstrates learning in the course. Instructors provide the Coordinator with written summaries for each student vis a vis their course’s specific learning outcomes. While based on direct assessment of student work, these summaries provide a type of indirect assessment conveyed to the program Coordinator.

The Coordinator collates the summaries into one report of feedback on first-year program learning outcomes for each student. The Coordinator schedules a meeting with each student for the end of May before the student has left campus for the summer. She gives the student a copy of the program learning outcomes before the meeting as well as in the meeting. Because grades have not yet been assigned for second semester courses, second-semester instructors are polled verbally to see if any of the students’ work does not meet the program’s academic standards.

The collected assessment information is shared verbally with each student in individual meetings with the Coordinator. The Coordinator gives verbal feedback on the learning outcomes, shares strengths and weaknesses where applicable, and offers suggestions for improving skills where needed, or what to work on for the coming year of study (year 2). Students are expected to reach a “B” level of outcome skill development (the Emerging level on rubrics) and a minimum grade of B- in each course, in order to pass on to the second year. If these criteria are met, the Coordinator signs the student’s GSO1 and the student is Advanced to Candidacy.

Examples of End-of-First Year Student Evaluations

A sample of one end-of-semester first-year evaluation for Student A is included below in Table 18. The composite assessment includes evaluations from first- and second-semester courses. Identifying information has been disguised to protect the identity of the student. Note that different instructors identify different skill levels in outcomes, and that from the first to the second semester the student shows development from introductory to intermediate levels in most of the learning outcomes.

Table 18. *Composite Assessment Sample of Learning Outcomes in First Year, Student A*

Knowledge Base	Depth Inquiry	Self-Knowledge & Self-Reflection	Cultural Reflection
Undeveloped/Introductory – Tends to confuse terms and expresses little confidence of grasp. Disorganized, at times, in thinking and articulation. Appears to stay with superficial understanding of concepts. Written work and in class participation reflects an intermediate level of knowledge of psychological concepts. Midterm paper and class presentations reflected a growing understanding of psychological concepts.	Introductory- explorations at beginning level, not nuanced or observing of subtle responses; some difficulty in linking thoughts to experience. Demonstrates curiosity toward experience and some familiarity with the methods of depth inquiry. Self-observation is a growing edge at times. Might benefit from practice that supports a reflective distance. Good use of depth inquiry methods with good personal and cultural reflexivity.	Introductory – Curious, open, yet seems to stay at surface. Participation and assignments reflected an intermediate capacity for self-knowledge and self-reflection. Worked with concepts presented with growing self-reflection. Introductory – Demonstrates a general knowledge about self-experience and an eagerness to learn more. Works to stretch beyond typical modes of perceiving/being, but overestimates capacity at times. Works to be aware of impact on others. Good personal and cultural reflexivity.	Demonstrated good reflexivity on issues of personal and cultural complex. Very good engagement with ritual inquiry, with good personal and cultural reflexivity. Beautiful ritual engagement in class. Demonstrated good reflexivity on cultural background, etc.
Application	Cultural Engagement	Analysis	Communication

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<p>Introductory to Intermediate –projects demonstrate an emerging capacity to apply knowledge and skills in meaningfully, accurate ways.</p>	<p><i>Not assessed in first year.</i></p>	<p>Underdeveloped/Introductory – Demonstrates difficulty with differentiating ideas, theories; tends to confuse them; seeming limited capacity to evaluate concepts beyond feeling judgment.</p>	<p>Undeveloped/ Introductory – Presentation was creative, but lacked nuanced, sophisticated articulation of thinking; decent written work. Both writing and oral communication could be a little confusing, particularly writing. Very motivated and engaged, and making strong effort. Final presentation was strong. Growing in capacity to bring voice forward in the cohort. Written work is good but needs help clearly articulating concepts and ideas. Intermediate. The final paper demonstrated good personal and narrative integration. Good papers. Throughout class was fully engaged and made contributions or asked questions based on solid preparations.</p>
<p>Use of Information Resources</p>			
<p>Use of information resources is introductory to intermediate. Completed the assignments and accessed relevant materials. Intermediate – Has demonstrated the capacity to access outside scholarly resource to explore in own work.</p>			

Here is a second example of Student B in Table 19. Again note that different skill levels are observed by different instructors depending on assignments. Growth in outcome skill levels is again shown, as Student B moves from introductory and intermediate levels to intermediate and advanced levels in different outcomes in the first year.

Table 19. Composite Assessment Sample of Learning Outcomes in First Year, Student B

Knowledge Base	Depth Inquiry	Self-Knowledge & Self-Reflection	Cultural Reflection
<p>Advanced use of psychological concepts and application to class discussions, written and oral work. Midterm and in class group and individual</p>	<p>Intermediate – Able to both describe and synthesize most concepts. Asks questions that deepen</p>	<p>Introductory – Curious, open, and present with experience. Maintains reflective distance that supports engagement.</p>	<p>Very thoughtful contributions throughout the semester, culminating in a thorough and well-designed final presentation.</p>

presentations evidence a strong understanding of psychological concepts reviewed in class.	reflection in the class about course material. Intermediate- nuanced, subtle and probing explorations and expressions; courageous in explorations; final project related to consciousness. Intermediate to Advanced – demonstrates a fluency with and deep commitment to the practices and skills of depth inquiry. Engages in sophisticated ways.	Tends to analytical approach, but this does not appear to block phenomenological experience. Advanced self-knowledge and self-reflection, willingness to apply complex psychological concepts to experience. Intermediate - Aware of typical ways of perceiving/ being. Has demonstrated a commitment to awareness of how interpersonal issues in the cohort constellate own material and how to work with this.	
Application	Cultural Engagement	Analysis	Communication
Intermediate –projects reflect a nuanced understanding of the course material and its application.	<i>Not assessed in first year.</i>	Intermediate - Sophisticated thinking about theory and concepts. Reformulates understanding of concepts to increased levels of nuance with little prompting. Engages evaluation of concepts at times.	Intermediate - Excellent presentation; solid written work. Written work is excellent (advanced). Verbal communication is strong (intermediate), growing in capacity for engaged interactions.
Use of Information Resources			
Demonstrates an advanced ability to utilize information resources. Able to integrate outside sources into projects effectively.			

Internship Assessment

Students are evaluated by their supervisors on dimensions relevant to the learning outcomes of the internship: self-knowledge and self-reflection; application of learning; and cultural engagement. The ratings used by their supervisors are listed below in Table 20.

Table 20. Intern Supervisor Rating Sheet.

Please circle your response to the following statements:	Strongly Agree	Agree.	Neutral / NA	Disagree	Strongly
1. Student arrives on time / keeps appointments	1	2	3	4	5
2. Student shows mature levels of conduct	1	2	3	4	5

3. Student conducts her/himself in a professional manner	1	2	3	4	5
4. Student takes on responsibility appropriate to skill level	1	2	3	4	5
5. Student exhibits excellent communication skills	1	2	3	4	5
6. Student works effectively with others in setting	1	2	3	4	5
7. Student maintains appropriate boundaries	1	2	3	4	5
8. Student responds effectively to feedback	1	2	3	4	5
9. Student participates effectively in internship discussions	1	2	3	4	5
10. Student maintains appropriate confidentiality	1	2	3	4	5
11. Student demonstrates reflective self-evaluation	1	2	3	4	5
12. Student is sensitive to cultural differences	1	2	3	4	5
13. Student successfully completes all duties for your setting	1	2	3	4	5
14. Student is meeting all her/his objectives for the internship	1	2	3	4	5
15. Student is developing psychology-related skills	1	2	3	4	5
16. Please rate student's overall performance	1	2	3	4	5
17. What are the Intern's strengths?					
18. How would you like to see the Intern improve?					
19. What comments do you have for the SSU Internship Coordinator?					

Additionally, students complete an exit paper after the internship is completed in which they reflect on what they brought to the internship, the skills they applied related to depth psychology, how they grew through the internship, and an awareness of new offerings they might have to give to others in their work. Their engagement in group supervision sessions is also evaluated for their level of engagement with their internship. The program learning outcomes of Self-Knowledge and Self-Reflection and Application are evaluated in this essay.

Admissions Assessment

Application to the Program

Program assessment begins with the admissions process. Course prerequisites are required for admission and are designed to give students a foundation in the field of psychology. Students must show competency in four areas of psychology through minimum grades of B in the following 4 courses, taken at the lower or upper-division level: child, adult or lifespan development; abnormal psychology / psychopathology; personality psychology; and research methods. Applicants must have a minimum GPA of 3.0 in the last 60 units of coursework to show they have the capacity to be successful in graduate school, and must have a bachelor's degree from an accredited institution.

Applicants are asked to demonstrate their capacity for self-reflection and the potential for a symbolic approach in evaluating their life experiences—taking reflective distance to look at their life in a meaningful way. This is evaluated through their written essay as well as the in-person interview with the 3-member admissions committee. Emotional maturity is evaluated, as

well as written and oral expression. Applicants are asked to provide three letters of recommendation from professors, supervisors, or persons who know them well.

The written application is evaluated initially by the program Coordinator using a rating sheet in order to determine if the applicant is considered for an in-person interview. Applicants must be evaluated as Excellent or Good in order to be admitted to the program. When questions arise, a second faculty member is asked to evaluate the application. The ratings and application are discussed and a decision results from collaborative discussion and review. See Table 21.

Table 21. *Application Rating Sheet.*

Department of Psychology, Psychology MA Application Rating Sheet AY 2016-17	
Applicant: _____	Rater: _____
Date: _____	
GPA (last 60 units): _____	Prerequisites complete?: _____
Letters of Recommendation -- Notes	
1 _____	
2 _____	
3 _____	
Please rate each area on a 1-4 scale (1=Excellent, 2=Good, 3=Minimal, 4=Inadequate, Poor)	
Writing Ability _____	
Clarity of expression	
Grammatical competence	
Organization	
Psychological-mindedness _____	
Self-awareness, willingness for self-work	
Openness to experience, curiosity	
Experience in therapy	
Symbolic Work _____	
Experience and learning	
Ego Stability _____	
Work or academic experience	
Plans for future	
Practical-mindedness, reality orientation	
Interpersonal _____	
Relationships with others, growth has benefited from relationships with others	
Empathy, warmth	
Cross-cultural Awareness _____	
Experience with other cultures, interest in other cultures	
Emotional Stability _____	

Fit with the Program	_____
Overall Global Assessment	_____
Accept for Interview:	_____ Yes _____ No

Applicant Interview

The program Admissions Committee is composed of two core faculty members (those who teach any of the foundational courses) and one advanced student or alumnus. The committee meets for 20-30 minutes with the applicant to ascertain if the applicant has the abilities, motivation, and maturity to succeed in graduate work, and to ensure that there’s a good fit between what the applicant wants in a graduate program and what the program provides. Each member of the committee completes an Applicant Interview Rating Sheet, and evaluations and ratings are discussed. Applicants must be evaluated as Excellent or Good in order to be admitted to the program. The committee as a whole determines whether the applicant is accepted to the program. See Table 22.

Table 22. *Applicant Interview Rating Sheet.*

<p>Department of Psychology Depth Psychology MA Applicant Interview Rating Sheet 2019</p>	
Applicant: _____ Rater: _____ Date: _____	
Please rate each area on a 1-4 scale (1=Excellent, 2=Good, 3=Minimal, 4=Inadequate, Poor)	
Oral Expression	_____
Clarity of expression	
Organization	
Interpersonal Abilities	_____
Connectedness	
Empathy, warmth	
Growth has benefited from relationships with others	
Ability to hold space	_____
Ability to know & examine internal experience; to question and learn from inner experience	_____
Symbolic Work	_____
Experience and learning	
Ego Stability	_____
Work or academic experience	

Plans for future Practical-mindedness	
Emotional Maturity	_____
Fit with the Program	_____
Desire for work Program offers what is needed for applicant	
Comments, Strengths, Concerns:	
Global assessment (1-4 scale, 1 high, 4 low)	_____

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5. Faculty

Six core faculty members teach the first-year foundational classes and the second year classes in master's thesis and internship. Twenty-six faculty teach the depth psychology seminars in the second year. Four core faculty have also taught seminars; and ten of the seminar faculty have taught numerous seminars. All of the faculty are considered part-time instructors, although three are tenured or tenure-track SSU faculty, and two are SSU Lecturers. The student-faculty ratio between students taking coursework and the core faculty is approximately 3:1. All faculty CVs are located in Appendix O.

Core Faculty

Dr. Shoshana Fershtman is a licensed clinical psychologist, certified Jungian Analyst, and a certified Lomi Applied Somatics practitioner in mindfulness-based psychotherapy practices. Her research is in the areas of Jungian psychology and collective trauma; pre-patriarchal goddess cultures; mysticism and the Kabbalah; and individuation. She is the author of *The mystical exodus in Jungian perspective: Transforming trauma and the wellsprings of renewal*. She teaches Psy 511b, *Theories of Depth Psychology*; and Psy 576, *Seminar in Depth Psychology: Individuation, Group and Culture* in 2015.

Dr. Mary Gomes is a Professor in the Psychology Department hired in 1994 in the areas of transpersonal psychology and ecopsychology. Her work is in the areas of ecopsychology; the psychology of mindfulness and compassion; depth psychological approaches to self-discovery; and linking psychology and social issues. She has presented her research on earth activism, dreams, and on fasting from electronic media, and has consulted with Dr. Martin Shaw to incorporate work in storytelling, myth, and metaphor into her graduate class. She teaches Psy 543a: *Cross-Cultural Mythology and Symbolism*; and Psy 576, *Seminar in Depth Psychology: Rites of Passage* in 2015, 2016 and 2017 with Dr. Jurgen Kremer.

Dr. Silvio Machado is an Assistant Professor in the Counseling Department hired in 2017, a licensed psychologist, and a LENS Neurofeedback practitioner. His work is in the application of depth psychologies and psychotherapies to queer experience, the healing of trauma, and the transformation of shame in psychotherapy. He has written on depth

psychological approaches to queer identity and queer spirituality; presented at sandplay conferences; and incorporated his work as a poet into his teaching and in qualitative inquiry articles. He teaches Psy 511a, *Theories of Depth Psychology*; and Psy 542b, *Methods and Applications of Depth Psychology*.

Dr. Laurel McCabe is a Professor in the Psychology Department hired in 1994 in the areas of Jungian psychology and clinical psychology, a former Chair of the department, and the Coordinator of the Depth Psychology concentration. Her work is in depth / Jungian psychology, contemporary forms of spirituality, and psychological approaches to art. She has presented on dreams, alchemy, and the psychology of Jung’s *Red book*. She teaches Psy 542a, *Methods and Applications of Depth Psychology*; Psy 575, *Research Methods*; Psy 576, *Culminating Paper Tutorial*; Psy 599, *Master’s Thesis*; and Psy 576, *Seminar in Depth Psychology: Group Dialogue* in 2014.

Dr. Jim Preston is a cultural anthropologist and the former chair of the Anthropology Department and the Religious Studies Department at State University of New York, Oneonta. He brings a background of religious and cultural anthropological work to the depth psychology curriculum. He has conducted field work on pilgrimage and pilgrimage shines in North America and Europe; religious experiences of Native Americans; and the urban goddess temple in Orissa, India. His research addresses folk medicine in India; goddess temples and goddess temples in India; ritual and belief; psychological and religious change; and pilgrimage. He teaches Psy 543a: *Cross-cultural Mythology and Symbolism*; and Psy 576, *Seminar in Depth Psychology: Ritual and Healing* in 2020.

Dr. Judy Radloff is a Lecturer in the Department of Early Childhood Studies since 2016, an early childhood educator, and a trainer in Trauma-Informed Care and Self-Care Practices for early childhood professionals. Her work is in trauma-informed care, neuro-sequential models of therapeutics and supervision, and early childhood education. She has written on affect and archetype in early infancy. She supervises internships in the Depth Psychology program and teaches Psy 481, *Internship*; Psy 576, *Seminar in Depth Psychology: Object Relations* in 2019; and the APA Workshop.

Seminar Faculty

Twenty-six faculty members taught 43 Psy 576, *Seminars in Depth psychology* from 2014 to 2020. Each instructor was chosen for their expertise in the topic area of the seminar, for their reputation in the field, and for their excellence in teaching. Seminar faculty include licensed clinical psychologists, certified Jungian analysts, psychotherapists, art therapists, expressive arts therapists, internationally renowned scholars and authors, poets, and medical doctors. The seminars, the instructor names and their degrees, and the seminar year are listed below in Table 22. All faculty CVs are located in Appendix O.

Table 22. *Psy 576 Seminar in Depth Psychology Instructor and Degree, Seminar Title, Year.*

Instructor & Degree	Seminar Title	Year
Brad Kammer, M.A., LMFT	Somatic Approaches to Trauma and Grief	2020

Psychology M.A. Depth Psychology Concentration Program Review 2014-2020

Jim Preston, Ph.D.	Ritual and Healing	2020
Scott Eberle, M.D.	Rites of Passage as Dying Practice	2020
Greg Bogart, Ph.D.	Psychology of Dreams	2019
Robert Bosnak	Alchemy	2019
David Sowerby, Ph.D.	Self and Healing	2019
Linda Chapman, M.A., ATR-NC	Neurodevelopmental Art Therapy	2019
Linda Graham, M.A., LMFT	Neuroscience of Resilience	2019
Judy Radiloff, Ph.D.	Object Relations	2019
David Sowerby, Ph.D.	Self and Healing	2019
Robert Bosnak	Alchemy	2018
Brad Kammer, M.A., LMFT	Somatic Approaches to Trauma and Grief	2018
Jurgen Kremer, Ph.D.	Transformational Teaching	2018
Monika Wikman, Ph.D.	Living Psyche	2018
Greg Bogart, Ph.D.	Masculine and Feminine in Dreams	2018
Robert Bosnak	Alchemy	2018
Linda Chapman, M.A., ATR-NC	Neurodevelopmental Art Therapy	2018
Brad Kammer, M.A., LMFT	Somatic Approaches to Trauma and Grief	2018
David Sowerby, Ph.D.	Self and Healing	2018
John Beebe, M.D.	Typology	2017
Rae Johnson, Ph.D.	Body, Soul and Social Justice	2017
Kim Rosen, M.F.A.	Medicine Poems: Poetry as a Portal to the Inner Life	2017
Peter de Vries	Family Constellation	2017
Mary Gomes, Ph.D. Jurgen Kremer, Ph.D.	Rites of Passage	2017
Felicia Matto-Shepard, M.S., LMFT	Alchemical Art	2017
Alex Warden	Global Alchemy	2017
Linda Chapman, M.A., ATR-NC	Neurodevelopmental Art Therapy	2016
Brad Kammer, M.A., LMFT	Somatic Approaches to Trauma and Grief	2016
John Beebe, M.D.	Individual Typology and Cultural Attitudes	2016
Mary Gomes, Ph.D. Jurgen Kremer, Ph.D.	Rites of Passage	2016
Brad Kammer, M.A., LMFT	Somatic Approaches to Trauma and Grief	2016
Roxanna Rutter, Ph.D.	Voice and Body	2016
Linda Chapman, M.A., ATR-NC	Neurodevelopmental Art Therapy	2015
Shoshana Fershtman, Ph.D.	Individuation, Group and Culture	2015
Betsy Cohen, Ph.D., LCSW	Revisiting Complex Theory	2015
Mary Gomes, Ph.D. Jurgen Kremer, Ph.D.	Rites of Passage	2015
Maria Gonzalez-Blue, M.A., REACE	Art and the Mythic Life	2015
Sophia Reinders, Ph.D., LMFT, REAT	Animal Dreams	2015
Kim Rosen, M.F.A.	Beyond Words: Poetry as Portal to the Inner Life	2015
Barry Spector	Mythology and Culture	2015
John Beebe, M.D.	Anima, Animus, and Contrasexual Archetypes in Film and Psyche	2014
Laurel McCabe, Ph.D.	Group Dialogue	2014
Daniel Polikoff, Ph.D.	Alchemy	2014

Professional Development

Sonoma State full-time tenured or tenure-track faculty who teach in the program do so through being released from their normal department course load; or choose to teach on overload and receive payment for the course. Lecturers teach on a per-course payment system.

From 2014 to 2020 program faculty did not receive funding support for professional development, either in the form of release time, travel support, conference support, research awards, leaves, etc.

6. Program Resources

Because the program is funded through student tuition which the School of Extended and International Education collects and administers, program resources were paid for through student tuition. Student tuition paid for services including the library, admissions and records, marketing, staff and labor, and operations. Professional development for conference travel was not included in the budget and no money was permitted to be allocated to it. Over time program expenses for SSU services rose to approximately 25% of annual expenses. Additionally, Chancellor's Office overhead and cost-recovery campus reimbursement fees subtracted 26% from the program's student tuition revenues before program expenses were computed. In the 2017-18 AY budget these combined overhead and cost-recovery fees were 43% of incoming student tuition. Over time these fees became onerous to the program and limited program expenditures.

The administration overhead and cost-recovery fees were not as high when the program began in 1999. They rose over the years as different administrators brought different policies to program budgeting. It required careful program marketing and attention to the budget by the Coordinator to ensure that the program stayed within its allotted revenues. In the last year when the program went on hiatus and didn't admit an entering class, after subtracting costs from CSU overhead and cost recovery, program necessary expenditures were greater than incoming revenues.

Faculty & Student Support and Advising

The program's Coordinator functioned as a general advisor to students in the program. The Coordinator provided information, support, and resources to students who needed them. Additionally, students accessed core faculty members for similar types of information, support and resources.

A Depth Psychology Student Handbook provided information and resources valuable to students. It was updated yearly and provided information on the university calendar; program faculty contact information; university services and resources; scholarships and financial information; SSU policies and procedures, including codes of conduct, graduate continuous enrollment policy, and coursework limits; Depth Psychology information and policies, including program learning outcomes, student and faculty responsibilities, curriculum, equipment, and outside resources; information on the processes and standards for writing the master's thesis and

publishable-quality article; and student forms and procedures necessary to graduate. The Student Handbook 2019-20 is located in Appendix P.

The Faculty Guidelines provided necessary information for faculty about the program and information needed for teaching. It also was updated yearly. It provided information on obtaining a faculty ID card; library services; offices and office hours; program syllabus requirements; program learning outcomes; SSU and program policies on evaluation, attendance, student needs, and classroom etiquette; student and faculty responsibilities; computing needs; writing resources for student; library databases; sandtray and art equipment; faculty meetings; thesis committees; and faculty evaluations. See Appendix Q for the Faculty Guidelines 2019.

Core faculty met monthly to discuss curriculum, student progress, advising needs, assessment, 2nd year research, thesis / article chair duties, cocurricular activities, and issues and concerns that might arise during the semester.

Students in the program consistently voiced a need for greater career advising. While the program directed students to the Career Center for these needs, this area needed improvement had the program continued.

SSU Resources

Some access to SSU resources suffered as a result of the way the program was constrained in its use of university and department services. Some access to resources was exceptional.

Access to the library by students and faculty was exceptional. Students and faculty had access to the library for information resources, computer use, and video needs.

IT provided excellent support for class and program video and computer needs.

Access to some campus services were limited to students who had the ability to pay additional fees for them. Students who desired use of the Recreation Center or medical services paid additional fees for these services. In specific short-term emergency situations, students could access Counseling and Support Services on campus. The program listed community resources for low-fee counseling in its Student Handbook.

Office supplies and art supplies for coursework were furnished by the program, and these resources met program needs.

The program furnished computer work stations and printers for faculty desks in their offices, and this met faculty needs. See the discussion below regarding program faculty office space.

There was no support at the department or university level for program research labs. There was no research lab space specifically for Depth Psychology faculty and students.

There was no support at the department or university level for community work. Outreach to community organizations was done by the program's Coordinator or specific faculty, and by the Internship Coordinator. Over the years the program had a thriving network of contact at local institutions and non-profit agencies.

Space

Classroom space for the Depth Psychology program was adequate. The program used SSU classrooms, specifically Stevenson 3042 and 3095, for most classes. The program provided furniture designed for small group pedagogies for Stevenson 3095, a classroom earmarked for use for Extended Education programs. However, this room eventually became part of SSU undergraduate scheduling and the program lost its priority use for the classroom.

Classes used Stevenson 3050 and 3052 for specific activities such as sandtray work and art work. The program's sandtray equipment was located in Stevenson 3050. The Depth Psychology program provided all of the equipment and furniture in Stevenson 3050 and 3052. These classrooms were also used by Psychology undergraduate classes for small group work.

Office space for faculty needed improvement. Office space was negotiated each semester by the Coordinator in consultation with the chair of the Psychology department and the Psychology office staff. Faculty offices were assigned only after undergraduate offices were assigned—the program's needs for office space were a low-priority item for the department. The program tried to ensure that each faculty member had a computer at their office desk, provided by the program not SSU.

Staff Support

The program's office staff is now located in International Hall 100, the office of the School of Extended and International Education. Staff provided support for budget, room scheduling, registration, student records, marketing, catering, and clerical tasks such as xeroxing.

It has been a challenge to coordinate Extended Ed's structure, policies and procedures with the Psychology Department's structure, policies and procedures, as well as the University's structure, policies, and procedures, as well as that of the Graduate division. Often these sides were at odds with each other, didn't communicate with each other, had different models of decision-making, or provided different overlays of paperwork and process. All sides of these teams attempted to make it work, sometimes with frustration, sometimes with success. The School of Extended and International Education in recent years has done very admirable work in improving communication, making decision-making more transparent and accountable, and making the policies and procedures that accompany them more transparent. The program highly commends their work in these areas.

7. Student Success

Enrollment

The master's program pulls from the greater Bay Area for its students and interested potential applicants. It is a reflective, clinically oriented niche psychology graduate program that has generated enough applicant interest to keep it alive and viable. The Public Programs in Depth Psychology provided high visibility to local potential applicants and provided a highly effective marketing source. The program's sterling reputation accumulated word-of-mouth referrals from alumni, Jungian analysts, Jungian-oriented psychotherapists, local non-profits and organizations in the Bay Area. The program web site (now defunct) attracted applicant interest from all over the country and indeed the world.

Additionally, undergraduate courses within the Psychology department provided potential pathways into the graduate program for those students interested in this type of work. Holistic Area courses in particular such as Psy 307, *Humanistic, Existential and Transpersonal Psychology*; Psy 322, *Myth Dream and Symbol*; Psy 338, *Psychology of Creativity*; Psy 342, *Psychology of Meditation*; Psy 352, *Psychology of Yoga*; Psy 430, *Depth-Oriented Psychotherapies*; Psy 431, *Introduction to Art Therapy*; Psy 466, *Jungian Psychology*; Psy 471, *Psychology of Religion*, and Psy 485, *Ecopsychology* fulfilled this function.

From 2013 to 2017 the program averaged 11 students per incoming cohort group, an optimal number for the program's pedagogy and curriculum. In 2018 as succession issues due to Coordinator retirement were being discussed, incoming cohort enrollment declined to 5. The program stopped admitting students in fall of 2019. The average cohort size in this time period is 8.9 students. See Table 23 for enrollment figures.

Table 23. *Enrollment in Coursework by Semester for First- and Second-Year Students 2014-2022.*

Semester	1st Year Students	2nd Year Students	Total Enrollment Coursework
Fall 2013	12	10	22
Spring 2014	11	10	21
Fall 2014	11	11	22
Spring 2015	11	11	22
Fall 2015	10	11	21
Spring 2016	10	11	21
Fall 2016	11	9	20
Spring 2017	11	10	21
Fall 2017	12	8	20
Spring 2018	12	8	20
Fall 2018	5	11	16
Spring 2019	4	11	15
Fall 2019 (Hiatus)	0	3	3
Spring 2020	0	3	3

Fall 2020 (Hiatus)	0	0	0
2021 (Hiatus)	0	0	0
2022 (Hiatus)	0	0	0
Total	120	127	187 247
Average Enrollment / Semester	8.6	9.1	17.6

The gender composition of the program from 2014-2020 is 81% female and 13% male. See Table 24.

Table 24. *Number of Female and Male Students 2014-2020.*

	Female	Male	Total
Number	56	13	69
Percent	81%	19%	100%

Graduation Rates

Ninety-two percent (n=170) of students finishing coursework (n=185) completed the culminating requirement of thesis or article and received the degree. This percentage is from the first graduating class in 2001 to the most recent cohort group of 2020. The 3 students currently remaining to graduate from cohorts 18 and 19 are not included in these data.

Fifteen students (8%) out of 185 students enrolled throughout coursework did not graduate due to not completing the master’s thesis or publishable quality article. Some students immediately enrolled in doctoral programs and didn’t have the time nor the motivation to complete the master’s degree. Some enrolled in the program for personal fulfillment and didn’t need the degree enough to complete the culminating requirement. The 3 students currently remaining to graduate from cohorts 18 and 19 are not included in these data.

Time-to-Graduation

The average time-to-graduation for all 170 graduates of the program from 2001 to 2022 is 6.5 semesters, or 3 ½ years from their entrance date into the program. Students consistently benefitted from the opportunity to enroll in 1 unit of Psy 578 Project Continuation for 3 semesters following coursework. This allowed them to graduate in 3 ½ years without incurring a great deal of additional expense.

Sixty-eight students (40%) of all 170 graduates completed the degree in 2 years. They finished the master’s thesis or publishable quality article the same semester as they finished their coursework.

The 3 students currently remaining to graduate from cohorts 18 and 19 are not included in time-to-graduation data.

Retention

In the period 2014-2020 program retention was 87%. Eight students (13%) out of a total of 61 cohort students withdrew for academic, administrative, personal, and dissatisfaction reasons. Program attrition due to academic or administrative disqualification totaled 3 students from 2014-2022. Attrition due to lack of fit with the program and career and financial issues totaled 3 in this period. Two students withdrew in or following the first semester and one student withdrew following the first year of classes, much as she loved the program. Student dissatisfaction with the program led to 2 withdrawals in students’ second year in 2014-2020. See Table 25 for this data.

Table 25. Program Attrition 2014-2020 due to Disqualification, Lack of Fit and Career Issues, Dissatisfaction, and Total Withdrawals.

Year	Disqualification	Lack of Fit & Career Issues	Program Dissatisfaction	Total
2014	0	1	0	1
2015	0	1	0	1
2016	0	0	0	0
2017	1	0	2	3
2018	2	0	0	2
2019	0	1	0	1
2020	0	0	0	0
Total	3	3	2	8

Post-graduate pathways

Due to the self-knowledge and self-exploration skills acquired in the program, a good number of graduates have used it for training and skills related to the clinical or counseling psychology field. Program alumni have gone on to doctoral work in psychology and to clinical and counseling master's and doctoral programs, and are working now as psychologists, therapists and counselors. Some alumni are teaching at community colleges, universities, and graduate training programs, and at least two alumni obtained university tenure-track positions in psychology. Program alumni are teaching or have taught in SSU’s Psychology, Counseling, and Education departments. Others are employed in managerial positions in the mental and community health field locally. Individual and group life coaching also remains a career interest for a number of alumni.

If the program were continuing, a survey of alumni attitudes, work life, and satisfaction with the program would be a certain next step.

Student perception of program

The Depth Psychology program occupies a unique niche in graduate degree programs. Its content, pedagogy and learning outcomes appeal to a certain type of person interested in depth psychology, an interest that often runs counter to contemporary culture. Appreciation of introversion, mindfulness, reflection, whole-person development, individuation, ecopsychology, often characterize the successful student. The program screens carefully for overall fit with the program, as discussed in the Assessment section of this document. When there is a fit, students are enthusiastic about the program and what it offers—it's somewhat of a love affair. When the fit is questionable, program dissatisfaction may arise, and these can motivate the withdrawals discussed in sections above.

If the program were continuing, a survey of student attitudes and satisfaction would be a certain next step.

8. Reflection and Action Plan

This Program Review has reviewed the Depth psychology concentration of the Psychology M.A. from 2014-2020. We've discussed how the program learning outcomes inform the curriculum, and how program learning outcomes are assessed via course assignment rubrics and collated feedback derived from class evaluations and instructor feedback. Diversity perspectives are included in the curriculum through the unique Cultural Reflection program learning outcome present in selected first- and second-year courses. A first-year evaluation meeting with students surveys student performance in their first year of the two-year program. This gives students feedback on their skill level in program outcomes, with suggestions for possible improvement before or during the second year of the program. The research sequence in the second-year sets a standard for performance and installs excellent evaluative criteria into the proposal-writing and thesis- and article-writing culminating requirement. The second-year internship provides valuable experience making community connections in areas of student career or personal interest. The cocurricular activities of the Public Programs in Depth Psychology, the annual student Article Evening, Psy 399 Graduate Student Instructed-Course opportunities, and the APA workshops provide extremely valuable resources and learning to students.

The program has an impressive overall graduation rate of 92% in its program history from 2001 to 2022, with high student retention of 87% from the program review years of 2014 to 2020. Forty percent of all students completed the requirements for the degree in 2 years, and the average time-to-graduation across all graduation cohorts from 2001 to 2020 is 3 ½ years.

The program is often used by students as preparation for the doctoral or other master's degree. Many students go on to doctoral work or master's work, primarily in clinical or counseling psychology with the goal of becoming a licensed psychologist or psychotherapist. The Depth Psychology concentration provides excellent training for this—both in clinical skills developed and in the research skills needed in a doctoral program. Students informally report that they have a deeper knowledge base and have developed more clinically-oriented skills than their peers in advanced degree programs. A smaller percentage of alumni have obtained tenure-

track positions in academics, or teach in community colleges, universities and training institutions.

Alumni who do not go on to advanced degree study have created careers in community health and nonprofit work; coaching and consultation, and education. From informal feedback, alumni use their degree to shape their life and their work wherever they plant themselves.

Were the program to continue, indirect assessments of surveys of student and alumni satisfaction with the graduate program would be next steps. More career advising calibrated to this particular niche in psychology is also needed, as student feedback has been consistent about this need.

The provision of professional development resources such as conference and travel support for faculty is needed, and that is an area that would use further development.

While the Depth Psychology program has been a successful master's program for the purpose of educating students in the theory, methods and applications of depth psychology, it cannot continue without a tenured or tenure-track faculty member to coordinate it. For this reason the program decided in 2018 to place the program on Hiatus while discussions with the program faculty and the Psychology department proceeded. The Provost advised the Psychology department that in order for the program to be discontinued, the entire Department master's program also had to be discontinued. The Psychology department faculty voted to do this in the spring of 2021 on a vote of 5.5 in favor, 3 abstentions.

Teach-Out Plan

A teach-out plan was devised in May 2020 and has been updated each semester since then. Currently there are 3 students outstanding in the Psychology MA program in fall 2022. They have completed all required coursework and are completing their Master's thesis or publishable article under the supervision of a faculty chair. They are required to enroll each semester following university policy in 1 unit of Psy 578, Project Continuation, or 3 units of Master's Thesis, Psy 599. Respective of the 7-year master's degree completion timeframe, the 3 students will graduate by August 2024 at the latest.

An Academic Advisor, Judy Radiloff, has been appointed while the program is on hiatus to oversee student graduation and graduation paperwork, and act as a liaison with the School of Extended and International Education.

Graduation Deadlines

Table 26 lists remaining students by cohort, committee chair, and graduation deadline determined by CSU 7-year graduation limit.

Table 26: *Student by Cohort, Chair, and Graduation Deadline.*

Student Cohort	Chair	Graduation Deadline (7-yr limit policy)
Cohort 18	Mary Gomes	Aug 2023
Cohort 19	Silvio Machado	Aug 2024
Cohort 19	Mary Gomes	Aug 2024

Registration Plans

Table 27 lists current and future unit and course registration according to CSU’s 7-year enrollment limit policy. Some students in consultation with the Academic Advisor may replace Psy 578 with 3-4 units of Psy 515, Psychological Writing. Course registration is determined by CSU and the program's continuous enrollment policy; Psy 578 policy; and Psy 599 policy.

Table 27. *Student by Cohort, Registration, and Last Permitted Graduation Date by Semester.*

Student by Cohort	Fa 22	Sp 23	Fa 23	Sp 24	Fa 24	Sp 25
Cohort 18	578	578				
Cohort 19	578	599 3 units	578	578		
Cohort 19	578	599 3 units	578	578		

- Dates in red are required graduation dates according to SSU's 7-year coursework limit for master's degrees.

One student is not included in the listing of 3 remaining students. She has not enrolled since Spring 2020 and has not responded to program or Chair emails. She enrolled in a clinical counseling degree program and may not choose to complete SSU’s master’s degree. If she decides to complete the master’s degree, she must contact her chair, Silvio Machado, gain his consent, and re-apply to the program. See Table 28.

Table 28. *Unregistered Student and Last Permitted Graduation Date*

Student	Fa 21	Sp 22	Fa 22	Sp 23	Fa 23	Sp 24	Fa 24	Sp 25
Cohort 19	Not registered					X		

Discontinuance

The Proposal for Discontinuance of the Psychology M.A. accompanies this Program Review of the Depth Psychology concentration.

Appendices

M.A. in Psychology

- A. 2022-23 Psychology M.A. Depth Psychology Concentration, Catalog Copy
- B. 2022-23 Psychology M.A. Depth Psychology Concentration, Catalog Course Descriptions

Depth Psychology Concentration

- C. Program Learning Outcomes
- D. Course Syllabi
- E. Descriptions of Psy 576 Seminars
- F. Psy 576 Seminar in Depth Psychology Syllabi
- G. Self-Care Guidelines
- H. Public Programs in Depth Psychology 2014-2020 Listing
- I. Student Teaching Guidelines
- J. Psy 399 Graduate Student-Instructed Course Application
- K. Course Rubrics
- L. Thesis / Article Proposal Rubric
- M. Thesis / Article Review Form
- N. Listing of Master's Theses and Publishable-Quality Articles 2014-2020
- O. Faculty CV
- P. Student Handbook 2019-20
- Q. Faculty Guidelines 2019

Appendices

Appendix A. 2022-23 Psychology M.A. Depth Psychology Concentration, Catalog Copy

Psychology, Depth Psychology Emphasis, M.A.

This program is going on hiatus for 2020-21, and will not be accepting admissions. For continuing students, please see the following description.

The Psychology Department, working in conjunction with the School of Extended and International Education, offers a Masters of Arts in Psychology with a depth psychology emphasis. This Special Sessions program is a partnership between the School of Social Sciences and the School of Extended & International Education (SEIE). Academic criteria for the program are set by the department and are determined in accordance with all applicable SSU and CSU policies. As a tuition, self-supported program, unique and separate fees are charged on a per-unit basis for all courses required for this program. These fees are set annually by the SSU President. Information about fees, financial aid and scholarships are available through SEIE. Degrees are awarded by the School of Social Sciences.

Curriculum in Depth Psychology

The curriculum offers a strong, supportive small-group learning environment within a structured 36-unit two-year curriculum. In the first year, the 12-15 students take four foundational courses. The *Theories* course explores the basic concepts of Jungian psychology, which is an in-depth language for understanding psychological development and creative expression. The *Methods and Applications* course teaches the techniques of depth inquiry, which are methods for accessing, exploring and understanding the hidden parts of the self. This is accomplished through intensive work with different symbolic forms, such as dreams, art, active imagination, sandplay, movement, myth, nature, and the body. The *Cross-Cultural Mythology and Symbolism* course focuses on common archetypal motifs across cultures as expressed in image, myth, fairy tale, ritual, rites of passage, and indigenous practices. The *Research Methods* course explores depth inquiry methodologies and develops skills in reviewing the literature, conducting a study, and interpreting the findings.

In the second year, students develop a research proposal for their culminating Master's requirement and begin implementing their study in the fall *Culminating Paper Tutorial*. In the spring students complete their study and prepare for the public presentation of their work in the Article Evening in May. Students have a choice of completing an article of publishable quality or a master's thesis focused on an area of passionate interest. Students choose seminars in depth psychology oriented around student interests. Past seminars have explored individuation; earth-based rites of passage; expressive arts; trauma; transformational teaching; neuropsychology; typology; and object relations.

The second year internship offers students community work experience in their field of interest, such as teaching, the arts, mental health, ecopsychology, and rights rites of passage. Students may apply to teach an undergraduate course in their field of expertise in the SSU Psychology Department as an internship. Past student-taught courses include cross-cultural rites of passage; myth and narrative; and indigenous wisdom. The Program coordinator assists students in developing curriculum and supervises the teaching internship.

Students also have the option, at additional expense, of enrolling in University courses that meet their specific learning needs. After completion of coursework, university policy requires students in master's programs to maintain continuous enrolment until completion of the M.A. program. A maximum of 10 academic units may be taken post-coursework. Students may sign up for 3 semesters of PSY 578, Project Continuation, and then renew thesis units with 3 units of PSY 599, Masters Thesis, at the current tuition rate. There is a 7-year limit on coursework for the M.A.

The Master's program sponsors a monthly Saturday lecture series open to the public that invites noted authors, therapists, and practitioners to come and discuss their work. Past presentations have included discussions of emotion and the archetypal imagination; spirituality; archetypal

masculine and feminine; sandplay case studies; images of enlightenment; and psychological initiation.

Prerequisites for Admission

Course prerequisites are required for admission and are designed to give students a foundation in the field of psychology and in symbolic exploration. The criteria for application and acceptance into the program are the following:

- B.A. or B.S. from an accredited institution;
- Minimum GPA of 3.0 in the last 60 units of coursework;

- Competency in written and oral expression, as demonstrated by the coherence of the personal statement and oral interview;
- Emotional maturity, as demonstrated in the personal written statement, life experiences, and oral interview;
- Four area prerequisites: child, adult or lifespan development; abnormal/psychopathology; personality; and research methods. A maximum of 9 units may be lower division courses completed at a Community College;
- Readiness for graduate work, as evidenced through three (3) letters of recommendation; and
- Self-Reflectiveness, as evidenced in the discussion of symbolic work.

Fees and Financial Aid

Fees are set by the president in consultation with the School of Extended and International Education. Because of the self-support nature of the program, students are eligible for University and federal financial aid in the shape of scholarships, grants and loans, but are not eligible for state-funded financial awards.

Program Information

For information about the program, visit the website www.sonoma.edu/depth. Applications are online through the Cal State Apply process at <http://web.sonoma.edu/exed/admissions>

Program of Study

** Students have the option to register for 1-3 semesters of Project Continuation following their two years of coursework in order to complete their article or master's thesis.*

Year One

- PSY 511A - Theories of Depth Psychology **Unit(s): 2-4 (3 Unit(s) Required)**
- PSY 511B - Theories of Depth Psychology **Unit(s): 2-4 (3 Unit(s) Required)**
- PSY 542A - Methods and Applications of Depth Psychology **Unit(s): 3-4 (3 Unit(s) Required)**
- PSY 542B - Methods and Applications of Depth Psychology **Unit(s): 3-4 (3 Unit(s) Required)**
- PSY 543A - Cross-Cultural Mythology and Symbolism **Unit(s): 1-4 (3 Unit(s) Required)**
- PSY 575 - Research Seminar **Unit(s): 1-4 (3 Unit(s) Required)**

Year Two

- PSY 543B - Cross-Cultural Mythology and Symbolism **Unit(s): 1-4 (3 Unit(s) Required)**
- PSY 575 - Research Seminar **Unit(s): 1-4 (3 Unit(s) Required)**
- PSY 576 - Seminar in Depth Psychology **Unit(s): 1-5 (9 Unit(s) Required)** (topics vary)
- PSY 581 - Internship **Unit(s): 1-6 (3 Unit(s) Required)**
- PSY 597 - Culminating Paper Tutorial **Unit(s): 1-4 (3 Unit(s) Required)**

Year Three and Post-Coursework (optional)*

- PSY 515 - Psychological Writing **Unit(s): 1-4 (1 Unit(s) Required)**
- PSY 551 - Directed Reading **Unit(s): 1-4**
- PSY 578 - Project Continuation **Unit(s): 1-3 (3 semester limit)**
- PSY 595 - Special Studies **Unit(s): 1-4**
- PSY 599 - Master's Thesis **Unit(s): 1-3 (3 Unit(s) Required)** (following 3 semesters of PSY 578)

2022-23 Psychology M.A. Depth Psychology Concentration, Catalog Course Descriptions

PSY 511A - *Theories of Depth Psychology*

Unit(s): 2-4 A two-semester sequence that examines Jungian, depth, and archetypal psychology. Readings include Jung, Edinger, Hillman, and post-Jungians. Limited to students in the Depth Psychology Program. **Typically Offered** Fall Only **Teaching Mode:** Face-to-Face **Grading:** Credit/No-Credit

PSY 511B - *Theories of Depth Psychology*

Unit(s): 2-4 Continuation of PSY 511A. Limited to students in the Depth Psychology Program.
Typically Offered Spring Only **Teaching Mode:** Face-to-Face **Grading:** Student Option

PSY 515 - *Psychological Writing*

Unit(s): 1-4 Advanced instruction in the analysis, organization, style, and content of psychological writing, including personal explorations. **Typically Offered** Variable Intermittently **Teaching Mode:** Face-to-Face **Grading:** Student Option

PSY 542A - *Methods and Applications of Depth Psychology*

Unit(s): 3-4 A two-semester sequence that surveys the methods and applications used in depth psychological work. Students learn how the symbol contains, mediates, and expresses personal experience. Intensive work with different art forms, dreams, myth, meditation, active imagination, sand play, and the body. Students learn conceptual approaches for interpreting symbolic experience. Theory and practice are integrated throughout the course. Limited to students in the Depth Psychology Program. **Typically Offered** Fall Only **Teaching Mode:** Face-to-Face **Grading:** Student Option

PSY 542B - *Methods and Applications of Depth Psychology*

Unit(s): 3-4 Continuation of PSY 542A. Limited to students in the Depth Psychology Program.
Typically Offered Spring Only **Teaching Mode:** Face-to-Face **Grading:** Student Option

PSY 543A - *Cross-Cultural Mythology and Symbolism*

Unit(s): 1-4 A two-semester sequence that surveys selected mythological, religious, artistic, and cultural symbolic motifs and examines their expression in cultures throughout the world. Earth-based healing traditions and the council process are included. Readings are drawn from depth psychology, mythology, folklore, anthropology, ecopsychology, religion, and art history. Limited to students in the Depth Psychology Program. **Typically Offered** Fall Only **Teaching Mode:** Face-to-Face **Grading:** Student Option

PSY 543B - *Cross-Cultural Mythology and Symbolism*

Unit(s): 1-4 Continuation of PSY 543A. Limited to students in the Depth Psychology Program.
Typically Offered Spring Only **Teaching Mode:** Face-to-Face **Grading:** Student Option

PSY 551 - *Directed Reading*

Unit(s): 1-4 **Typically Offered** Variable Intermittently **Teaching Mode:** Face-to-Face **Grading:** Student Option

PSY 575 - *Research Seminar*

Unit(s): 1-4 Exploration of depth psychological and qualitative research methods. Students design an individual research study. **Typically Offered** Variable Intermittently **Teaching Mode:** Face-to-Face **Grading:** Student Option

PSY 576 - *Seminar in Depth Psychology*

Unit(s): 1-5 Selected topics in the field of depth psychology. Limited to Depth Psychology students only. **Typically Offered** Variable Intermittently **Teaching Mode:** Face-to-Face
Grading: Student Option

PSY 578 - Project Continuation

Unit(s): 1-3 Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree.

Prerequisite(s): permission of the graduate coordinator. **Typically Offered** Variable Intermittently **Teaching Mode:** Face-to-Face **Grading:** Credit/No-Credit

PSY 581 - Internship

Unit(s): 1-6 **Typically Offered** Variable Intermittently **Teaching Mode:** Face-to-Face
Grading: Graded

PSY 595 - Special Studies

Unit(s): 1-4 Students formulate plans for a project and present them to a faculty member for sponsorship. **Prerequisite(s):** graduate standing and consent of instructor.

Typically Offered Variable Intermittently **Teaching Mode:** Face-to-Face **Grading:** Credit/No-Credit

PSY 597 - *Culminating Paper Tutorial*

Unit(s): 1-4 Provides guidance and feedback in the process of writing a publishable article in the student's field of expertise. **Typically Offered** Variable Intermittently **Teaching Mode:** Face-to-Face **Grading:** Graded

PSY 599 - *Master's Thesis*

Unit(s): 1-3 A Master's Thesis or investigative project under the guidance of the thesis chair.

Prerequisite(s): advancement to Candidacy. **Typically Offered** Variable Intermittently

Teaching Mode: Face-to-Face **Grading:** Graded